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ABSTRACT

Teacher developed guides for a twelve-unit series on anthropology at the sixth grade level are outlined. Although these materials were designed to accompany a lesson on a state instructional television network they can be utilized to a degree without the video experience. Topics of the units consist of what is anthropology; what is culture; why is man a social animal; why is culture changing; how do some cultures meet their need for food; how do the methods of gathering food influence culture; what is an agrarian culture; what caused agrarian cultures; what is an industrial complex; what caused industrial complexes; what is enculturation. The series feature the inquiry approach and use materials developed largely by teachers. The teacher guide for each unit includes a general introduction; a discussion of the inquiry method; goals and objectives; concept definitions; an outline of the unit's position within the Wisconsin conceptual framework; a telecast overview; vocabulary list; previewing discussion suggestions; pre and post telecast activities; background information; program sequences; and examples of teacher resources. (KSM)

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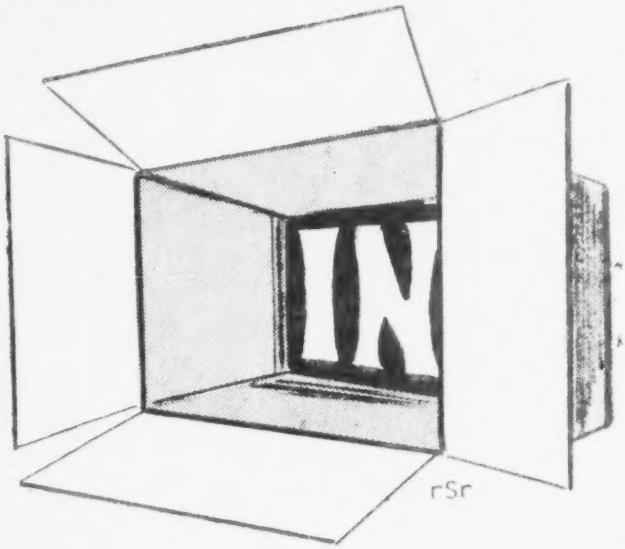
teacher gui
to the
12-lesson television series
for
sixth grade anthropology unit:

ED 086633

LOOKING OUT IS IN



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developed by:
Title III ESEA
Comparative Cultures Project
CESA 13..Waupun, Wisconsin
in cooperation with:
WHA-TV, Madison
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GENERAL INTRODUCTION

There is a great deal of emphasis in educational circles these days placed on behavioral and performance objectives and in many cases, these serve a very beneficial purpose. However, they are not used in the strictly defined sense in any of our lessons since we desire a very "open" type of structure and felt restrictive types of objectives would defeat the very purpose of this series.

This distinction is being made now to explain the departure for some teachers who may feel our objectives are not valid and therefore create a mind-set against the series before they become familiar with it.

Before teachers utilize this series in the classroom, certain factors should be understood. These are enumerated as follows in no particular sequence pertaining to importance:

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2. The written materials enclosed within this teacher guide were designed by 6th grade teachers to accompany the television lesson, also partially designed by 6th grade teachers, but could be utilized to a degree without the video experience.

3. The television lesson and written materials were designed to be utilized with the inquiry method of teaching. (Brief explanation follows in this section.)

4. The television lessons were designed to provide a stimulating, motivating and enjoyable experience with the expectation that students will be inclined to probe and inquire further into the lesson content allowing for the teacher to exploit this induced inquiry toward related learning experiences.

5. In the development of this series, it was hoped that the emphasis would be "away" from "right-wrong" responses since we all perceive things from different perspectives. Rather, if it is agreed that "true" learning takes place by formulating and testing opinions based on certain experiences, the function of those of us in education should be to provide those experiences.

6. The series, including teacher guide materials, was designed to be implemented into the Wisconsin Conceptual Framework for the Social Studies.

All of the material included here is not "essential" nor "normally" found in other teacher guides to television lessons. However, the teachers who formulated the materials and ideas felt that everything possible that may be of assistance to the classroom teacher should be included realizing that each teacher will utilize only what is desirable in a particular situation. Also, other teachers may desire to supplement further with student or teacher created materials and ideas which are very much encouraged. In fact, it is hoped that much more creative thought will emerge from the applied stimulus than could be even alluded to in this teachers guide.

INQUIRY METHOD

A thorough understanding of the Inquiry Method of learning and teaching cannot take place in this brief treatment of that topic but some understanding is essential for creative teachers to grasp the general concepts and intentions. It is highly recommended that all teachers read, prior to the series, " Teaching As A Subversive Activity " by Neil Postman and Charles Weingartner. Delacorte Press, New York, New York, which is not only enjoyable and informative but is devoted primarily to the Inquiry Method from which most of the following information is derived.

1. An inquiry teacher rarely tells students what he thinks they ought to know. He believes that telling, when used as a basic teaching strategy, deprives students of the excitement of doing their own finding and of the opportunity for increasing their power as learners.

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7. Generally, each of an inquiry teacher's lessons poses a problem for students. His goal is to engage students in those activities which produce knowledge: defining, questioning, observing, classifying, generalizing, verifying, applying.

8. An inquiry teacher measures his success in terms of behavioral changes in students: the frequency with which they ask questions; the increase in the relevance and cogency of their questions; the frequency and conviction of their challenges to assertions made by other students or teachers or textbooks; the relevance and clarity of the standards on which they base their challenges; their willingness to suspend judgements when they have insufficient data; their willingness to modify or otherwise change their position when data warrant such change; the increase in their skill in observing, classifying, generalizing, etc.; the increase in their tolerance for diverse answers; their ability to apply generalizations, attitudes, and information to novel situations.

It is within this same type of context that the following material is offered in the teacher's guide and certainly in the television lessons themselves. It is with this kind of different approach that maybe between all of us true learning may be enhanced through the material pursuit of relevance.

LESSON 1

"YOU AIN'T SEEN NOTHIN YET"

LESSON CREDITS AND ACKNOWLEDGEMENTS

Open
- Artistic Design: Laurie Herm
- Photography: Greg Malewickie

Stick "Man"
- Dancer: Heidi Alford
- Set Design: Mike Cunningham
- Narrator: Bob Hart
- Music: Larry Collins

Sculpture
- Felly's
- The Gallery Haycock

Teacher: Mrs. Barbara Oldenberg
Sixth Grade Students, Van Hise Middle School, Madison
Janitor: Ed Furstenberg
Chris Barsness
Mr. Horton, Principal, Van Hise Middle School, Madison
Mr. David Swan, Audio-Visuals, Van Hise Middle School, Madison
Mr. and Mrs. Warren Olsen

Cinematography: James Santulli
Video Editing: Ed Furstenberg/
Producer/Writer: Bob Hostetter
Director: John James

C.E.S.A. 13 Teachers, Public and Private Schools (Formulated Teacher Guides)
Mrs. Jeanne Gartzke: Completed Revision of Teacher Guides
Mr. Richard Guse: Completed Revision of Teacher Guides

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Non-Professional	Mrs. Edna Fletcher - Waupun

Project Director: Mr. George Hightdudis
Secretary: Mrs. Faroline Grebel

LESSON 1

WHAT IS ANTHROPOLOGY
or
"YOU AIN'T SEEN NOTHIN YET!"

GOAL:

Explore cultural anthropology at a basic level within the sixth grade framework of reference.

Provide a sensitizing experience regarding learning about self from others.

OBJECTIVES:

After preparation, telecast, and follow-up activities, students will be better able to react to the following:

1. Formulate a definition of cultural anthropology.

2. Explain what a cultural anthropologist does:
   a. Identify tools (eyes, ears, senses)
   b. Identify techniques (observation, interview, etc.)

3. Explain where anthropology can be studied.

4. Perceive that observations precipitate assumptions which may or may not be the same as others who observe the same.

CONCEPT EMPHASIS:

Anthropology

Anthropologists

POSITION WITHIN THE WISCONSIN CONCEPTUAL FRAMEWORK

DISCIPLINE: ANTHROPOLOGY SOCIOLOGY

I. Major Concept: Man

Man is a unique being, and while each individual is unique in some ways, greater similarities exist among men than dissimilarities.

Developmental Variant: Notions about race arose from the fact that people are born with different physical traits, such as skin color. No one is born with culture, but each person acquires the culture of his group as he lives and learns within it.

IV. Major Concept: Cultural Universals

A society's whole system of institutions, including the artifacts it produces, constitutes its culture. All Cultures have some common characteristics called cultural universals.

Developmental Variant: Cultural difference among groups stem from their different backgrounds, experiences and environments and may represent different stages of development.

TELECAST OVERVIEW

The open dissolves to stick man segment with oration (included) to music as a sensitizing experience to finding out about others is also finding out about yourself along with the people-watcher concept. Transition to segment of beautiful sculpture and classical music moving slowly depicting man's fascination with himself. This is followed by segment of The Parable of the Blind Men and the Elephant (included) done to music depicting that observation is a matter of individual perspective.

This is reinforced by following segment showing "Chris" looking in the mirror while getting ready to go to school and thinking back to previous class session where students were asked to explain what they had seen in a film they had seen in class. Of course, all had their own opinion regarding their observations. From there, the transition is made to "Chris" approaching the school janitor who is digging through the wastebasket at the end of the school day and inquiring as to his intentions. In the course of conversation which follows, "Chris" discovers that anthropologists can learn about people by observing what has been left behind leading to rapid word-music pop-on defining Anthropology and close. Each segment provides numerous opportunities for the students and teacher to provide their own interpretations regarding what was intended as well as further exploration from each point of introduction.

VOCABULARY

Anthropology	Anthropologist
Environment	Life style
Society	Data
Archaeology	Awareness
Empathy	Understanding

Pre-viewing Discussion

1. Are you a people watcher?
2. What do we call a professional people watcher?

Why Study Anthropology?

It is important to know anthropology for a number of reasons. We study anthropology to find out about the different peoples who live in the world. The more we learn about anthropology the better we can understand the peoples who live in other lands. Understanding is the one key to creating a peaceful and better world for all.

DEFINITIONS AND RELATED IDEAS

Anthropology, from the Greek "anthropos", man and "logos", knowledge, means the study of man.

"Anthropology deals with whole cultures." Hazel W. Hertzberg

"Anthropology is the study of human beings as creatures of society." Ruth Benedict

"Anthropologists are the scientists who poke their noses into every corner of the globe, searching for man's earliest ancestors, digging up long-buried cities and towns, hunting for clues to the origin and development of language and looking into the curious ways of life of other peoples." Gordon C. Baldwin

BACKGROUND INFORMATION

Methods of the cultural anthropologist:

1. Familiarize himself with writing about the group and region he will be studying.
2. Familiarize himself with the language if there are records.
3. Receive permission of the government and the group of people to study the culture.
4. Go to the area.
5. Make contact with an interpreter if available if the language is not fully known.
6. Actually live and take part in community activities.
7. Take notes on the entire life style.
8. Make himself acceptable to the people.
9. Be a participant observer (the anthropologist really takes part in the life of the people--if a man, he works with the men; if a woman, she works right along with the women)
10. Asks questions, has interviews, sometimes takes surveys or uses questionnaires and tests already prepared.
11. Tries to note the total behavior of the people over an entire year if possible; otherwise he inquires as to their customs for different seasons.

Tools:

Camera--still and movie
Tape recorder
Typewriter
Notebook
Maps and globe

Methods of the physical anthropologist;

1. Studies the genetic makeup of people (hereditary characteristics: sex, color, size, physical features)
2. Studies outward form and appearance of people (either living people or the bones of the dead)
3. Measures recognizable parts of the body: arm length, width of shoulders, etc.
4. Observes.
5. Records his findings.
6. Classifies human types.

Tools:

Calipers
Tape measure
Statistical devices
Various measuring devices
Notebook
Hypodermic needle
Test tubes
Use of biological sciences

Methods of the archeologist:

1. Thorough study of documents, legends and reports of finds.
2. Survey the site.
3. Obtain permission to excavate.
4. Actual excavation: trenching, digging.
5. Analysis and classification of artifacts.

Tools:

notebook	wire	measuring poles	tape measure
brushes	knife	screen and sieve	mattock
shovel	pick	spray gun	baskets
plumbob	trowel	hand pick	

PROGRAM SEQUENCES

STICKMAN

SCULPTURES

BLIND MAN

WHAT YOU SEE

FILM (CHRIS, TEACHER, INSERT, JANITOR)

EVALUATION

The students will be shown pictures of some tools of the physical or cultural anthropologist and archeologist and instructed to place that picture under the proper column on the board or on their individual papers. An example of how it is to be set up follows. Some sketches of the tools are included in the following pages and could be used as a transparency or for individual use by the students.

Cultural Anthrop.	Archeologist	Phys. Anthrop.
(The names of the tools are listed here for reference)		
camera (still)	notebook	calipers
camera (movie)	brushes	tape measure
tape recorder	knife	notebook
typewriter	pick	hypodermic needle
notebook	spray gun	test tubes
maps	measuring poles	
	tape measure	
	baskets	
	wire	
	screen	
	sieve	
	shovel	
	mattock	
	hand pick	
	trowel	
	plumb bob	

THE PARABLE OF THE BLIND MEN AND THE ELEPHANT

It was six men of Indostan to learning much inclined,
Who went to see the elephant (though all of them were blind),
That each by observation might satisfy his mind.

The first approached the elephant, and happening to fall
Against his broad and sturdy side, at once began to bawl:
"God bless me! but the elephant is very like a wall!"

The second, feeling of the tusk cried, "Ho! what have we here
So very round and smooth and sharp? To me 'tis very clear
This wonder of an elephant is very like a spear!"

The third approached the animal and, happening to take
The squirming trunk within his hands thus boldly up he spake:
"I see," quoth he, "the elephant is very like a snake!"

The fourth reached out an eager hand, and felt about the knee:
"What most this wondrous beast is like is very plain," quoth he;
"Tis clear enough the elephant is very like a tree!"

The fifth who chanced to touch the ear, said: "E'En the blindest man
Can tell what this resembles most; Deny the fact who can
This marvel of an elephant is very like a fan!"

The sixth no sooner had begun about the beast to grope
Than, seizing on the swinging tail that fell within his scope.
"I see," quoth he, "the elephant is very like a rope!"

And so these men of Indostan disputed loud and long,
Each in his own opinion exceeding stiff and strong.
Though each was partly in the right, they all were in the wrong!

THE STICK MAN

There once was a man that looked like a stick.
Now there are many reasons for his not being very thick!

His clothes aren't important nor the color of his skin.
We're not even concerned about the turf he lives in.

Let us tell you about this man who's made out of sticks.
See if you can figure out just what makes him tick.

He'd gaze and he'd gaze in the mirror at his fuzz.
And he just couldn't figure out, like man, who he was.

Oh, where did he come from and where was he going?
It seemed as though he had just no way of knowing.

He stayed in his house for the answers to find.
And even though he had eyes he didn't know he was blind.

In solving his problem, he knew not where to begin.
He did not yet know that looking out is looking in!

He didn't take a close look at others to see.....
That in ways they were different yet in the same way as he.

Now how was he then about himself more to know?
When outside going on around him was a great big show?

He popped his head out the window and lots of others did he see...
He thought...in finding out about them...I'll find out about me!

By checking out others who are here now and before
He learned about himself a powerful lot more.

A people watcher then our man did become.
His eyes opened up...he had lots of fun!

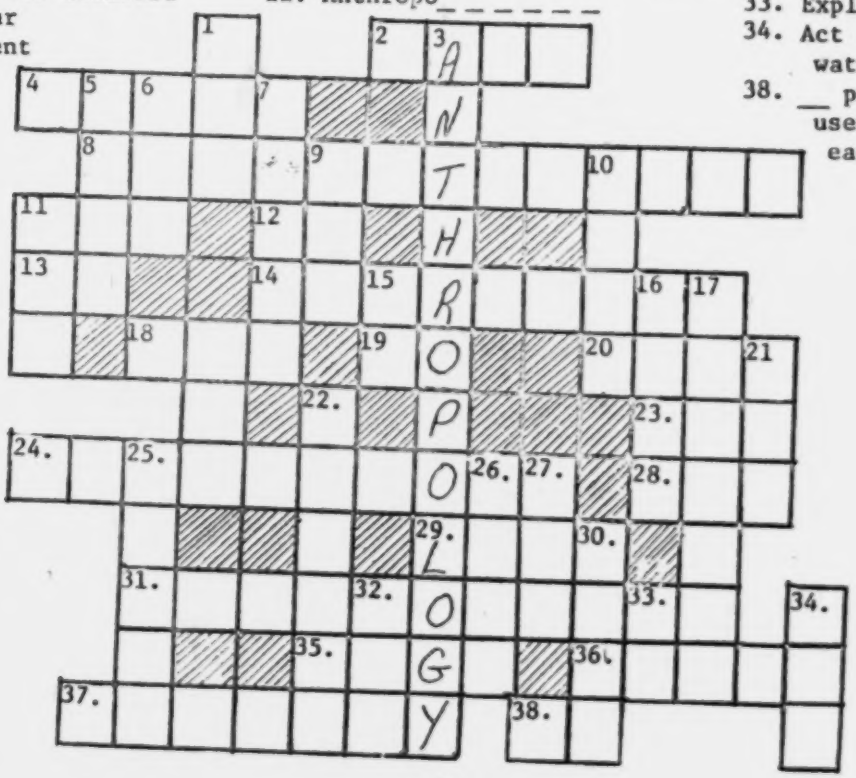
He began to see why he did what, where and when.
And why, in spite of himself, he did it again!

The moral of this story, though you're not made out of sticks...
Is be a people watcher, you'll have lots of kicks.

There is a whole world around you...and its time to begin...
Get with it...find out...LOOKING OUT IS LOOKING IN!

DOWN

1. Creator of the universe
3. Study of man
5. Upper layer of soil bound by grass and roots
6. Less than two
7. Put off or postpone
9. Not cooked
10. Extending far downward
11. Part of our environment
15. Used before words beginning with vowels
16. Upper level of earth
17. Community of people living together at a particular time and place
21. Fire engines are this color
22. Anthropo_ _ _ _ _ _
25. Surface layer on standing milk
26. No longer here
27. Orange fleshed sweet potato
30. Bird's home
32. Cheer
33. Explosive T__ __
34. Act of people watching
38. __ people watcher uses his eyes and ears to observe



ACROSS

2. Factual material used as a basis for decision
4. I _____ upon the ruins
8. Grasping the meaning
11. We _____ studying Anthropology
12. Abbreviation for Los Angeles
13. I can learn _____ I try.
14. Having or showing realization, perception or knowledge
18. Opposite of night
19. Opposite of yes
20. Without food, clothing, or shelter
23. Cold as _____
24. Has to do with material remains of the past
28. Cover
29. Borrow money from a bank
31. Setting in which "man" lives
35. Be wise
36. How we live can be called life _____
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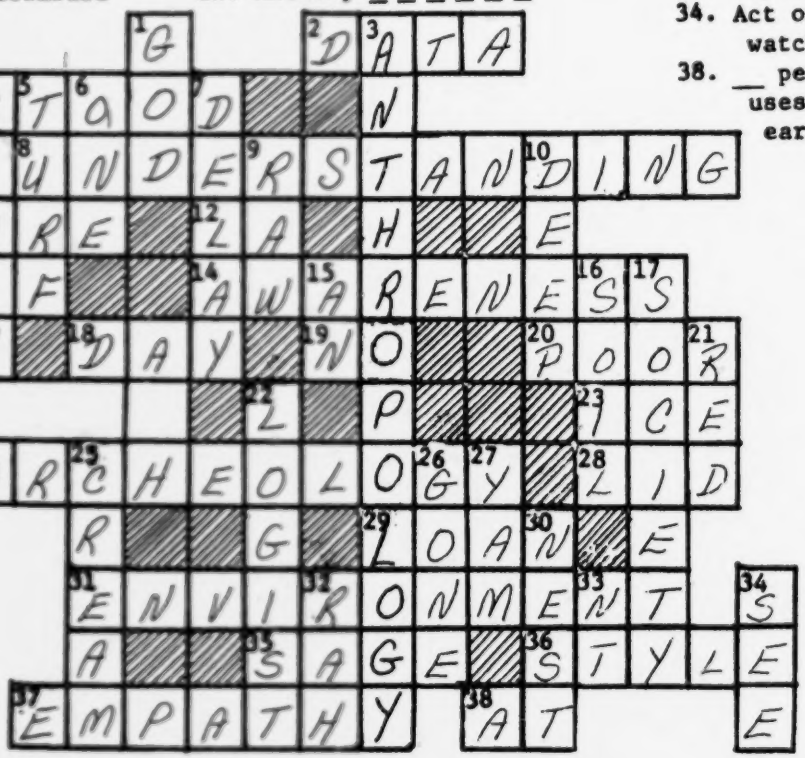

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EXAMPLES OF TEACHER RESOURCES:

Books:

Anthropology Today, Communications Research Machines Inc., California, 1971.

Benedict, Ruth, Patterns of Culture, Houghton Mifflin Co., Boston, 1959.

Boas, Franz, Anthropology and Modern Life, W.W. Norton & Co., N.Y., 1962

Coon, Carleton S., The Story of Man, Alfred A. Knopf, N.Y., 1967

Films:

"Anthropology and the Social Studies," 20 min. Black & White, free loan, Anthropological Curriculum Study Project, 5632 Kimbark Avenue, Chicago 60637.

"Basic Methods of Archeology," 20 min. rental. Anthropological Curriculum Study Project, University of Georgia, Baldwin Hall, Athens, Georgia 30601

Tapes:

"Digging Up the Past." University of Colorado, National Tape Repository, Bureau of A.V. Instruction, Boulder, Colorado.

"A Word in Your Ear," University of Wisconsin, Madison.

STUDENT-TEACHER RESOURCES:

(National Geographic Magazines)

February, 1964 "Solving the Riddles of Wetherill Mesa"

August, 1964 "By Parachute into Peru's Lost World"

Books:

Bettersworth, John K., Your Old World Past, Steck Co., Austin, Texas, 1961

Epic of Man, The, Edited by Life and Lincoln Barnett, Golden Press, N.Y., 1962

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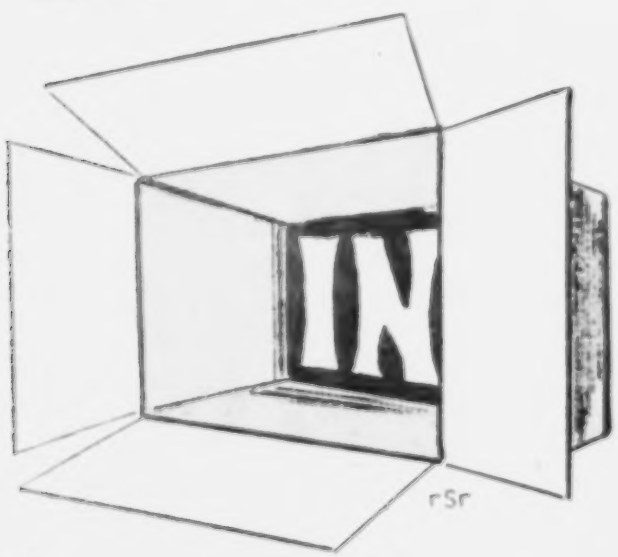

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8. An inquiry teacher measures his success in terms of behavioral changes in students: the frequency with which they ask questions; the increase in the relevance and cogency of their questions; the frequency and conviction of their challenges to assertions made by other students or teachers or textbooks; the relevance and clarity of the standards on which they base their challenges; their willingness to suspend judgements when they have insufficient data; their willingness to modify or otherwise change their position when data warrant such change; the increase in their skill in observing, classifying, generalizing, etc.; the increase in their tolerance for diverse answers; their ability to apply generalizations, attitudes, and information to novel situations.

It is within this same type of context that the following material is offered in the teacher's guide and certainly in the television lessons themselves. It is with this kind of different approach that maybe between all of us true learning may be enhanced through the material pursuit of relevance.

LESSON 2

"WE ALL HAVE ONE"

LESSON CREDITS AND ACKNOWLEDGEMENTS

Actors:
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Sixth Grade Students, Van Hise Middle School, Madison
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Director: John James

C.E.S.A. 13 Teachers, Public and Private Schools (Formulated Teacher Guides)
Mrs. Jeanne Gartzke: Completed Revision of Teacher Guides
Mr. Richard Guse: Completed Revision of Teacher Guides

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LESSON 2

WHAT IS CULTURE?
or
WE ALL HAVE ONE!

GOAL:

Illustrate that culture is the way of life of groups of people.

Illustrate that the attributes of culture such as language, religion, and social organizations tend to set man apart from other animals.

OBJECTIVES

After telecast and follow-up activities, the student will be better able to arrive at the following:

1. Formulate a definition of culture.

2. Explain how culture helps people meet their needs.

CONCEPT EMPHASIS:

Culture

Use of culture

POSITION WITHIN THE WISCONSIN CONCEPTUAL FRAMEWORK

DISCIPLINE: ANTHROPOLOGY SOCIOLOGY

1. Major Concept: Man

Man is a unique being, and while each individual is unique in some ways, greater similarities exist among men than dissimilarities.

Developmental Variant: Notions about race arose from the fact that people are born with different physical traits, such as skin color. No one is born with culture, but each person acquires the culture of his group as he lives and learns within it.

III. Major Concept: Institutions

Within these groups man develops accepted ways and means of meeting his needs and coping with the problems of living in groups. These ways and means are called institutions.

Developmental Variant: Cultural differences among groups stem from their different backgrounds, experience, and environments and may represent different stages of development.

IV. Major Concept: Cultural Universals

A society's whole system of institutions including the artifacts it produces, constitutes its cultures. All cultures have some common characteristics, called cultural universals.

Developmental Variant: As people met their basic needs, they had more time for self expression through the arts, such as literature, drama, the dance, music, painting, sculpture, and architecture.

VI. Major Concept: Cultural Change

This cultural change is a continuous and accelerating process, effected through invention and borrowing. Change in one facet of a culture brings about a change throughout that culture.

Developmental Variant: Conflict among groups tends to be reduced when they understand and appreciate each other's culture.

DISCIPLINE: POLITICAL SCIENCE

I. Major Concept: Power

Every society creates laws. Penalties and sanctions are provided for violations of law.

Developmental Variant: All cultures have systems of laws to promote order, and as the society becomes more complex it requires and develops more laws.

DISCIPLINE: HISTORY

V. Major Concept: Values and Beliefs

Each civilization has certain values and beliefs that evolve out of the developing culture, and in turn, influence its growth and development.

Developmental Variant: Not all cultures value freedom and human liberty equally.

TELECAST OVERVIEW

No matter where in the world man lives, he has a culture. The opera singer in the opening scenes provide the monologue describing the attributes of cultures - past and present. All cultures have some common characteristics called cultural universals. While some cultures deteriorate, other new cultures emerge. We each bring something individual to our culture.

The problem of communication between people of like or different culture is illustrated by two silhouette figures who are not able to reach an understanding of each other because they are not willing to accept change.

Boys and girls from a variety of cultures around the world are interviewed. There are more similarities than differences among them. We just don't always understand each other.

The different segments that make up a culture are understandably shown by the participants and activities at a football game. The symbols, artifacts, rules and regulations that go into the makeup of a complex culture are aptly illustrated in the game atmosphere, and the question of value judgements is hinted at.

PRE-PROGRAM ACTIVITIES

PRE-TEST (In written form) to discover the child's basic understanding of the term "culture" and to allow for individual reading abilities by providing both a written and pictoral opportunity for expression of their understanding of culture.

a. What does culture mean to you? (process-communication)
b. Check one of the two columns (cultural or natural) for each picture or artifact that is shown to you.

(Teacher presents pictures or artifacts showing cultural or natural features) (processes-observation, classification)

Examples that can be used: football-sculpture-plate-rock-pencil-etc.

	Cultural	Natural
1.		
2.		
3.		
4.		
5.		

VOCABULARY

Artifact	Basic Need	Cultural Universals
Cultural Attribute	Custom	Culture
Religion	Social Organization	Economy
Tradition		

Motivating Discussion

1. Role playing activity: For this activity, the class will be divided again into two groups. Each large group will be divided into members of a culture and the anthropologists who will study the culture.

   The group representing the culture are free to make up any kind of culture they want to - they may wear different clothes, eat made up food, make houses, have unique gestures, make up a language, etc. The "anthropologists" in the group will study this culture. If available, they could use tape recorders, cameras, video tape but notebooks for sure. They are to record all of their findings and perhaps try to interpret meanings of gestures, etc.

   Since there are two cultures being studied by two groups of "anthropologists" (cultural), one group could be observers while the other records and then reverse. Then everyone would have the opportunity to be a recorder.

2. Independent activity for the more ambitious student: The student will interview a person from some other culture, perhaps a relative born in a different country or a friend. After the interview, the student will report his findings to the class in an oral report. If possible, he could observe the person over a week's time to see if that person's living habits or mannerisms are different in any way.

3. Find out how one word or phrase is said in many different languages.
4. Make a display of cultural objects.
5. Explore music, folk dancing, art folklore, etc. of a particular culture which interests you.
6. Game: "Twenty Questions". Select a culture to be guessed.
7. Put on puppet show. Show how they would live in their culture.
8. Collect pictures of children from other cultures engaged in different activities.
9. Read stories about children in other cultures. Find out how they do things differently from the way we do them in our culture.

BACKGROUND INFORMATION

1. No one is born with culture but each person acquires the culture of his group as he lives and learns within it.
2. Each civilization has certain significant customs, values, and beliefs that evolve out of the developing culture, and in turn, influence its growth and development.
3. A society's whole system of institutions, including the artifacts it produces, constitutes its culture. All cultures have some common characteristics called cultural universals.
4. Cultural differences among groups stem from their different backgrounds, experiences, and environments and may represent different stages of development.
5. Culture has social, political, and economic institutions that are a product of the past.
6. Government is necessary for the survival of all cultures but its form may vary from culture to culture.
7. The cultures to be studied have a location on the earth and are related to other culture areas in terms of distance, direction, and time.
8. As people gain in their knowledge of the world, their understanding and appreciation of other cultures is increased.

PROGRAM SEQUENCES

FILM A; "You Asked About Culture"

FILM B; "Opera Singer"

FILM C; "Ask Kids"

FILM D; "Kids Answer"

FILM E; "Look Into A Culture"

FILM F; "Football Game"

FILM G; "Dialogue"

POST PROGRAM ACTIVITIES:

1. Since an anthropologist studies different cultures, all of the students will be asked to look at home and try to find some object (s) which belongs to a culture other than our own. (For example, Mexican jewelry or pottery, Indian jewelry or pottery, wooden shoes, Persian rug, clothing indigenous to a culture, money from a different country, etc.) If some children cannot find things at home, the teacher could supplement the collection with things she might have or could borrow.

   Once the materials are collected, the teacher will explain that all the students will be amateur anthropologists and since it would be too expensive to go to another country, they are going to go to the museum (table in the classroom) and select an unknown object for study. All the objects will be grouped according to the culture and then covered up so they don't know which is which. If a student gets the object he brought, he is to trade with someone else.

   Each student will receive a worksheet like the one which follows. He will be asked to answer the questions and when finished, consult with one other "anthropologist" for his opinion. The consulting "anthropologist" then signs the students worksheet.

SAMPLE WORKSHEET

NAME OF "ANTHROPOLOGIST_____ DATE_____

1. What do you think the object is?
2. What do you think it was used for?
3. Do you think it is still being used today?
4. What does it tell you about the people?
5. What culture or country do you think it came from?
6. Who might use this object?
7. Would this object be contained in a certain area of a home? If so, what area?

SIGNATURE OF CONSULTING "ANTHROPOLOGIST_____

1. Do you agree with the findings of this "anthropologist?"
2. If you do not agree, state which questions you disagree with and write your conclusions below.

EVALUATION

Administer the pre-test again.

Teacher directed discussion can be used in evaluation.

1. Are all opera singers like the one seen in the program?
2. What was the problem of the two silhouette figures?
3. Does the listener have a responsibility in trying to understand?
4. What is the purpose and role of symbols?
5. What would happen if people at that football game did not follow through in their roles?
6. Explain why people who do not follow their roles in society are at times ignored, reprimanded or encouraged.

RESOURCES

Examples

Books:

Burns, William A., Man and His Tools, Whittlesey House, 1956.

Barnett, Lincoln, The Epic of Man, Golden Press, New York, 1962

Filmstrips:

"Africa, Land of Developing Countries" includes 6 filmstrips, 3 records, guides on The Nile Valley, The Eastern Highlands, Southern Africa, The Congo Basin, The West Central Lowlands, and Northwest Africa and the Sahara, SVE (Society for Visual Education Inc.) 1345 Diversey Parkway, Chiago, 60614.

"Canada's North Series," includes The Caribou Eskimo, The Modern Eskimo, The Artic Islands, Eskimo Sculpture, and Eskimo Prints, Encyclopedia Britannica, 1969.

Films:

"Homes Around the world," 11 min. Color rental $3.50, LaCrosse.

"Transportation Around the World," 11 min. Color rental $4, LaCrosse.

Transparencies:

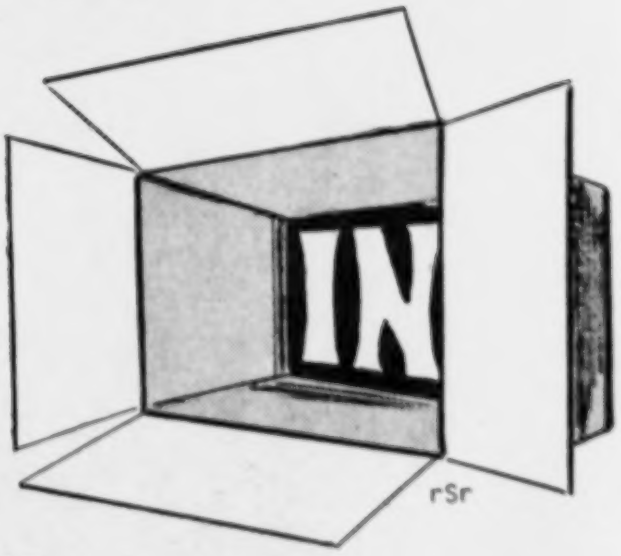
"Anthropology," Printed Original Set, Anthropology Numbers 1-6, Cat. # 2061, 3M Company Education Services, Box 3100, St. Paul, Minnesota 55101.

Periodicals:

Consult National Geographic and Life magazines.

teacher guide
to the
12-lesson television series
for
sixth grade anthropology unit:

LOOKING OUT is IN



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GENERAL INTRODUCTION

There is a great deal of emphasis in educational circles these days placed on behavioral and performance objectives and in many cases, these serve a very beneficial purpose. However, they are not used in the strictly defined sense in any of our lessons since we desire a very "open" type of structure and felt restrictive types of objectives would defeat the very purpose of this series.

This distinction is being made now to explain the departure for some teachers who may feel our objectives are not valid and therefore create a mind-set against the series before they become familiar with it.

Before teachers utilize this series in the classroom, certain factors should be understood. These are enumerated as follows in no particular sequence pertaining to importance:

1. The television lesson is merely another "tool" to supplement the teacher's effectiveness and in no way was intended to provide the complete learning experience in and of itself.

2. The written materials enclosed within this teacher guide were designed by 6th grade teachers to accompany the television lesson, also partially designed by 6th grade teachers, but could be utilized to a degree without the video experience.

3. The television lesson and written materials were designed to be utilized with the inquiry method of teaching. (Brief explanation follows in this section.)

4. The television lessons were designed to provide a stimulating, motivating and enjoyable experience with the expectation that students will be inclined to probe and inquire further into the lesson content allowing for the teacher to exploit this induced inquiry toward related learning experiences.

5. In the development of this series, it was hoped that the emphasis would be "away" from "right-wrong" responses since we all perceive things from different perspectives. Rather, if it is agreed that "true" learning takes place by formulating and testing opinions based on certain experiences, the function of those of us in education should be to provide those experiences.

6. The series, including teacher guide materials, was designed to be implemented into the Wisconsin Conceptual Framework for the Social Studies.

All of the material included here is not "essential" nor "normally" found in other teacher guides to television lessons. However, the teachers who formulated the materials and ideas felt that everything possible that may be of assistance to the classroom teacher should be included realizing that each teacher will utilize only what is desirable in a particular situation. Also, other teachers may desire to supplement further with student or teacher created materials and ideas which are very much encouraged. In fact, it is hoped that much more creative thought will emerge from the applied stimulus than could be even alluded to in this teachers guide.

INQUIRY METHOD

A thorough understanding of the Inquiry Method of learning and teaching cannot take place in this brief treatment of that topic but some understanding is essential for creative teachers to grasp the general concepts and intentions. It is highly recommended that all teachers read, prior to the series, " Teaching As A Subversive Activity " by Neil Postman and Charles Weingartner, Delacorte Press, New York, New York, which is not only enjoyable and informative but is devoted primarily to the Inquiry Method from which most of the following information is derived.

1. An inquiry teacher rarely tells students what he thinks they ought to know. He believes that telling, when used as a basic teaching strategy, deprives students of the excitement of doing their own finding and of the opportunity for increasing their power as learners.

2. Generally, an inquiry teacher does not accept a single statement as an answer to a question. He avoids intimations of the Right Answer because he knows how often the Right Answer serves only to terminate further thought.

3. An inquiry teacher's basic mode of discourse with students is questioning. He sees questions as instruments to open engaged minds to unsuspected possibilities.

4. An inquiry teacher encourages student-student interaction as opposed to student-teacher interaction. And generally he avoids acting as a mediator or judge of the quality of ideas expressed. The inquiry teacher is interested in students' developing their own criteria or standards for judging the quality, precision, and relevance of ideas. He permits such development to occur by minimizing his role as arbiter of what is acceptable and what is not.

5. An inquiry teacher rarely summarizes the positions taken by students on the learnings that occur. A summary might tend to have the effect of ending further thought.

6. An inquiry teacher's lessons develop from the responses of students and not from a previously determined "logical" structure. Since he is concerned with the processes of thought rather than the end results of thought, he does not feel compelled to "cover ground", or to insure that his students embrace a particular doctrine, or to exclude a student's idea because it is not germane. He is engaged in exploring the <u>way</u> students think, not what they should think. That is why he spends more of his time listening to students than talking to or at them.

7. Generally, each of an inquiry teacher's lessons poses a problem for students. His goal is to engage students in those activities which produce knowledge: defining, questioning, observing, classifying, generalizing, verifying, applying.

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LESSON 3

"HOW IS CULTURE LEARNED?"

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TEACHER GUIDE

LESSON 3

HOW IS CULTURE LEARNED?

GOAL: Illustrate that Culture is primarily learned, enhanced, and transmitted through communication in both formal and informal socialization.

OBJECTIVES: After telecast and follow-up activities, the student will be better able to arrive at the following:

1. Explain how one learns about a Culture.
   a. Born into a Culture (process of socialization)
   b. Enter into it from another Culture (understanding of that Culture and better understanding of own)

2. Identify forms of communications that can be utilized to learn about cultures in different places or in earlier times.

CONCEPT EMPHASIS: Cultural transmission (learning)

POSITON WITHIN THE WISCONSIN CONCEPTUAL FRAMEWORK

DISCIPLINE: ANTHROPOLOGY SOCIOLOGY

II. Major Concept: Social Being

Man has unique, common needs which are met within a social setting through membership in primary and secondary groups.

Developmental Variant: Many important group attitudes and biases are developed within the family.

III. Major Concept: Institutions

Within these groups man develops accepted ways and means of meeting his needs and coping with the problems of living in groups. These ways and means are called institutions.

Developmental Variant: Cultural differences among groups stem from their different backgrounds, experience, and environments and may represent different stage of development.

V. Major Concept: Acculturation, Assimilation, Cultural Change

Individuals learn accepted ways of perceiving, thinking and behaving from their culture and in turn can effect changes in that culture as it becomes inefficient or self-defeating in meeting the needs of the society it serves.

Developmental Variant: Improvements in transportation and communication have brought cultural areas into closer contact, facilitating and speeding up cultural changes.

DISCIPLINE: HISTORY

I. Major Concept: Change

Change is inevitable, and the rate of change is uneven among and within societies.

Developmental Variant: None

II. Major Concept: Continuity

Human experience is both continuous and interrelated.

Developmental Variant: Culture has social, political, and economic in institutions that are a product of the past.

III. Major Concept: Cause and Effect

Acts and events have both causes and consequences which are never simple and often complex.

Developmental Variant: All cultures do not agree on what constitutes progress.

LESSON 3

"HOW IS CULTURE LEARNED"

TELECAST OVERVIEW

The program opens with a motorcyclist who tells us to get ready for some deep material on culture--where he got his materials together with no trouble at all.

We have no choice of the culture that we are put into at birth, where we learn about our culture as we are helped, fed, loved, and talked to. Chris shows pictures of him growing up in his changing world.

Parents attempt to teach the culture they want their children to have and different cultures have sprung up in different parts of the world as varying conditions make people meet their needs in different ways.

In our changing culture we all struggle with the task of choosing what is best for us. We can be compared with a sponge that takes in all sorts of information.

At times people are swayed by the actions of others around them, habits or customs.

PRE-TEST

1. List as many ways as possible in which you learn your culture.

Home School Community

VOCABULARY

Cultural Understoods	Cultural Inputs
Silent Language	Awareness Levels
Welfare	Concepts
Absorb	Values
Committments	Conform
Images	Technical Complex

MOTIVATING EXERCISE

1. Pretelecast discussion: From lesson two we learned that culture is a people's way of life or the sum total of things that man learns in common with the other members of the group to which he belongs.

   Suppose you were a child raised in an attic, no contact with others, food being slipped in through a slot, etc.; how would you behave or act if you were brought into this classroom after many years of that kind of an environment? Why would such a person behave differently than you do at home, at school, or when taken out to dinner? Have you ever heard or read of such cases?

2. Read to the class the following summary of Light in the Forest.

SUMMARY: LIGHT IN THE FOREST

After living for eleven years as an adopted son of Cuyloga of the Delawares, True Son learns he would be returned to his parents, much to his displeasure. When our country was young and misunderstandings and fighting took place between the white settlers and the Indians, many "Whites" were taken prisoner. Some were adopted by the Indians to take the place of a deceased member of the family. This is what had happened to True Son.

True Son had lived as a full-fledged member of the family, his Indian father having said the words that had taken the white blood and put Indian blood in its place. His white thoughts had been wiped out and brave thoughts of the Indian put in their stead. How could he go back to his "White" father? Never would he do that! True Son tried harder than ever to prove he was a true Indian.

Del Harly, a soldier of the pioneers, was sent to bring in John Butler, better known as True Son. It wasn't an easy task since True Son rebelled all the way and tried constantly to escape. On the way home, he did escape once but was quickly recaptured.

His arrival home to his real parents wasn't pleasant since he could not forget his Indian home. The first night, sleeping in a bed was impossible. He crawled out and slept on the floor while covering himself with his warm bearskin he had brought with him.

His new life became unbearable for him. He was forced to wear clothing typical of the community and to meet his relatives who looked upon him with curiosity. Regular classes in school were soon scheduled and on the seventh day of the week, he was taken to church with his family, the Butler's. He felt, at times, that the Great Spirit had forgotten him for he had been brought up in the Indian way of loving the freedom of the woods, the great out-of-doors where nature made an endless bower of pray spots and worship-places.

True Son kept in mind the idea of escape but this was not the time since it was very cold. However, the months went by until February arrived, the month when the first frogs croak. The snow soon disappeared and his heart filled with wild longing for the sight of an Indian face again, especially those of his adopted family. His sadness made him so ill that the doctor was called. However, True Son didn't care what happened so great was his misery.

One day, an Indian was seen peeking in the window. True Son hadn't been forgotten and the thought gave him strength. The Great Spirit was with him, his aunt, the night and the West Wind revived him, and his uncle, the moon, shone down on him.

He quickly dressed in his Indian clothes he had come in and quietly left. He started for the country, toward the mountains, and calling from time to time in low Delaware. Finally, he was answered. He knew then that someone had come for him. It was Half-Arrow, his cousin.

After many harrowing experiences and much time, he arrived back home to his Indian family. The scents of the Fox, the Pine, the Hemlock, the Medicine Plants, and many others gave him the strength to complete his journey. His heart was filled with happiness and joy to be back home again.

a. Why did True Son encounter problems in living with his real parents? (following class discussion, list answers on board)
b. List as many ways as possible in which you learn your culture. (This should lead the group to thinking of how their culture is learned. The results here can be compared to the results of the post-test)

INFORMATION OF WOLF CHILDREN

Legends of Wild Boys and Wolf Girls are world wide. Examples of such legends are the stories of Romulus and Remus, the mythical founders of Rome who were supposed to have been suckled by a she-wolf. There is Kipling's Mowgli from India where stories of children brought up by animals are rampant, and Edgar Rice Burrough's Tarzan.

In the 18th century there was "Peter the Wild Boy". A boy of 12 or 14 found wandering in a German forest. In 1799 the Wild Boy of Aveyron was found in France. In 1920, Rev. Mr. Singh, head of a missionary orphanage at Midnapore, India discovered two little girls living in a cave with wolves. One girl died after being taken to the orphanage. Kamela, the eight year old girl lived to be 17 years old. When found, Kamela lived as a wolf, ran on all fours, saw better in darkness than in light, scented raw meat at a long distance and preferred the company of dogs and goats to that of other children. Before her death, she had lost most of her animal traits, had learned to walk and talk and acquired a mental and social development of a child of 3 1/2 years. Whether these feral children are normal or subnormal, or whether it be children reared in an attic or cellar away from human beings, they never quite overcome their handicap of early social isolation.

These stories remind us that man and many lower animals require group living for survival in infancy. Our civilized habits of language and basic skills do not come naturally but through training by other human beings. Like Kamela, we are all creatures of habit.

SUMMARY OF THE WILD BOY OF AVEYRON by Jean Marc Gaspard Itad-Appleton-Century-Crofts. George and Murial Humphrey Division of Merideth Publishing Company, New York, 1962.

A child of 11 or 12, captured in the Caune Woods of France in 1799 by three sportsmen, placed in the care of a widow in a neighboring hamlet escaped clad only in a tattered shirt, wandered during the most rigorous winter. Apparently the place in which he had lived for several years. A stranger to mankind, finally entered an inhabited house of his own accord. He was a degraded being, human only in shape; a dirty, scared, inarticulate creature who trotted and grunted like the beasts of the field, ate with pleasure the most filthy refuse, was insensible to heat or cold, and rocked back and forth like an animal in the zoo. His senses were reduced to such a state of inertia that the creature was quite inferior to domestic animals.

This boy who could not speak, insensible to the loudest noise, unsteady wandering eyes incapable of resting on anybody, indifferent to the odor of perfume or filth, with the organ of touch restricted to the function of grasping objects, destitute of memory, judgement, or imitation, was placed in the care of a young medical man, Jean Gaspard Itad, a physician to the new institution for deaf mutes who worked under the philosophy that the deaf and blind could be taught to speak and that the insane were curable.

Five aims for mental and moral education of the Wild Boy of Aveyron, who was subsequently nemed "Victor" are: Objects, symbols of the alphabet representing the object, some feeling of affection and gratitude for his nurse.

Achievements according to aims: Improvement in sight, touch, a new gratification of his sense of taste, knowledge of the conventional value of the symbols of thought, naming objects, their qualities and their actions. Could read and carry out the command "Pick up the Key". Expression of his wants to the people around him. Sensible to the pleasures of social life. Susceptible to affection. Alive to the pleasure of well-doing. Ashamed of his mistakes, repentant of his outbursts.

Aims:

1. To interest him in social life.
2. To awaken his nervous sensibility.
3. To extend the range of ideas by giving him new needs and increasing his social contacts.
4. To lead him to the use of speech through the law of necessity.
5. To make him exercise the simplest mental operations upon the objects of his physical needs, and apply these mental processes to the objects of instruction.

The boy's knowledge was limited to four things: sleeping, eating, doing nothing, and running about the fields.

Transitions made by the Wild Boy of Aveyron:

1. From sleeping on a rubbish heap or corner of the attic to a bed.
2. From squatting half-naked upon wet ground for hours in extreme cold or wet wind to sitting in a warm room.
3. From sitting next to a glowing hearth and handling the burning embers to less intense heat.
4. From seizing boiling potatoes from boiling water with his hands and eating them without pain or discomfort to eating and handling objects of lesser degrees of heat and eating at the table.
5. From being insensible to the sound of a pistol shot to hearing moderate sounds - he was sensitive to the slight sound of walnut cracking.
6. From baths in scalding water to lukewarm water.
7. From sleeping in a cold wet bed to sleeping in a dry bed.
8. From trotting to walking.
9. From grunts to gestures and several words.
10. From no memory, affection or gratitude to distinguishing objects.

However, he remained essentially selfish and a stranger to courtesy with no sentiment of pity. Kept his love for nature. The boy never became a normal, human being but he did learn simple tasks such as setting the table, dressing himself, caring for his health needs, and riding in a carriage. He could remember people, places, objects not to steal, not to bite or attack people, live in a house, developed a delicate sense of touch, heard and discerned moderate sounds, uttered a few words, ate food at moderate temperatures, could crack nuts and pick out all moldy ones and tiny specks of shell. He could cut wood with a saw and do some domestic chores. He knew what kind of clothing to wear with changes in weather. He developed a like or dislike for people - once shoved a lady out the door after giving her her belongings.

He lived to be forty years of age. He was taught by the doctor for five years in methods later used in the montesorri teaching techniques. He became susceptible to human diseases.

BACKGROUND INFORMATION

1. No one is born with a culture but an individual acquires the culture of his group.
2. All communities have customs and beliefs; they are not the same everywhere.
3. All cultures do not agree on what constitutes progress.
4. The appraisal and use of earth space or material by a society must be made in terms of the culture of that society.
5. Children raised in widely differing cultures have dissimiliar behavior patterns.
6. Many important group attitudes and biases are developed within the family.
7. Cultural differences among groups stem from their different background, experiences, and environments and may represent different stages of development.
8. In today's rapidly shrinking world, it is highly important to understand cultures which differ from our own.
9. Culture is transmitted through the arts, such as literature, drama, the dance, music, painting and architecture.
10. Culture is the sum total of things that man learns in common with the other members of the group to which he belongs.

PROGRAM SEQUENCES

MOTORCYCLE

BLOCK LETTERS MOTHER/BABY (WHERE IT ALL BEGINS)

HOW IS CULTURE LEARNED

CHRIS GROWING UP SLIDES

FAMILIES OF OTHER CULTURES

GIRL WITH SLIDE MONTAGE

SILENT LANGUAGE TRANSITION

CANDID CAMERA, RESTAURANT, SCIENCE CLASS

GREETINGS (AMERICAN, ORIENTAL, RUSSIANS)

POST PROGRAM ACTIVITIES

1. Write a report on the use of television as a means of learning our culture and the cultures of the world community.
2. Show how you use audio-visual material to learn much of what you learn in school today.
3. Play charades: show techniques you use in communicating with your classmates during a typical school day.
4. Compare the view points of the American citizen and the inhabitants of the Brazilian River culture toward the value of money as a source of wealth.
5. Interview a person who has traveled to a foreign country to find out how he or she communicated with the people of that country. Report back to the class or invite the person to talk to the class.
6. Make a scrapbook from pictures in a catalogue illustrating our use of automation as a means of learning about our culture.
7. Explain how the transistor radio has been used as a means of transmitting American culture to remote areas of the world. Give examples of places in which transistor radio has been in demand by primitive cultures.
8. Take a survey of the magazines subscribed to by members of your class.
9. Bring the daily newspaper to school everyday for a week. Tabulate the lists of foreign countries and the things you learned about the culture from reading the newspaper.
10. Construct a time line showing the progress of written records from the Stone Age to our present day.
11. Divide the class into groups. Have the groups prepare and present series of skits to show how you learned to live in your society and a series to show how a child of a different country learned to live in his society following the accepted behavior pattern of both countries.
12. Have the students make a mural of pictures or artifacts symbolizing various aspects of culture. (house styles, clothing, tool, household groups engaged in an activity, community activity, church, synagogue, recreational activity)
13. Use the tape - "Word in your Ear" to illustrate that man relies on oral communication: As speech developed, the language changed with usage in time and place and occasion.
    a. Compare our present day usage of words with those depicted by the narrator.
    b. Compare the mode of conduct of the mothers in disciplining their children.
14. After viewing the film -"People of the Amazon"(or similar culture)
    a. Imagine yourself as an exchange student spending a short visit in this culture. Write a daily account of your activities and experiences.
    b. Write a report on rubber manufacturing in a primitive culture. Compare that method with our method in the United States.
    c. Make a list of cultural traits you observed.

15. Read about the beginning of civilization and make a timeline with the achievements of early man which are a part of our culture. (calendar, base 60, clock, writing, etc.)
16. Imagine that you are on a trip and have just spent a day in a foreign country. Write a letter to your parents in America telling them of the things you have seen and how the traders of the East and West communicate.

EVALUATION

1. List as many ways as possible in which you learn your culture?

Home School Community

STUDENT PROJECTS

1. Paul was an American boy. He was 2 years old when his family moved from America to India. His father was a representative for an American industrialist. Paul was cared for by an Indian governess. He learned the Indian way of life following the native customs and traditions from the children with whom he associated with. Upon his return to America at the age of 12, his father enrolled Paul in a modern city school. List the possible problems Paul might have encountered.

Home School Community

2. Illustrate how you learned to live in your culture.

RESOURCES

Books:

The Wild Boy of Aveyron, Jean Marc Gaspard Itad., Appleton-Century-Crofts Division of Merideth Publishing Company.

Brown, Ina Corinne, Understanding Other Cultures, Prentice-hall, Inc.

Readings-Studying Societies Patterns in Human History, Macmillan.

Pelto, Pertti J., The Nature of Anthropology, Charles E, Merrill Publishing Co.

Young Peoples Story of the Ancient World, Merideth Press, N.Y.

Young People's Story of Africa and Asia, Merideth Press, N.Y.

Filmstrips:

"Our Heritage from Greece, " McGraw Hill.

"World History-Old Stone Age," S.V.E.

Getting to Know Series: Alaska, Brazil, Lebanon, The Two Vietnams, Thailand. Coward McMann, Inc. N.Y.

Records:

"Music of Southeast Asia," Folkways Records.

"Songs of the American Negro Slaves," Folkway Records.

Transparencies:

Printed Originals-Anthropology Numbers 1-6, 3M Company.

Films:

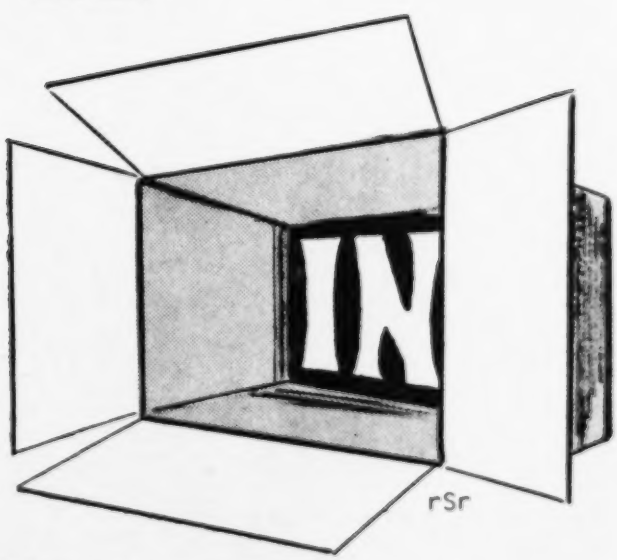
Consult catalogues for films based on varied cultures including transmission of culture from ancient to present, also communication transmission.

"Ancient World Inheritance," Coronet.

"Ancient Mesopotamia," Coronet.

teacher guide
to the
12-lesson television series
for
sixth grade anthropology unit:

LOOKING OUT is IN



developed by:
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CESA 13..Waupun, Wisconsin
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LESSON 4

"REACH OUT"

LESSON CREDITS AND ACKNOWLEDGEMENTS

Sixth Grade Students, Van Hise Middle School, Madison
Mrs. Georgina Forbes
Mr. Lomas
Mr. Edward Burdulis, Dane County Mental Health Center, Madison
Vilas Park Zoo, Madison
Narration:
Jay Fitts
Joe Grant
"All Kinds Of People"
Burt Bacharach and Hal David
Chris Barsness

Cinematography: James Santulli
Video Editing: Ed Furstenburg
Producer/Writer: Bob Hostetter
Director: John James

C.E.S.A. 13 Teachers, Public and Private School (Formulated Teacher Guides)
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Non-Professional	Mrs. Edna Fletcher - Waupun

Project Director: George Nightdudis
Secretary: Mrs. Faroline Crebel

TEACHER GUIDE

LESSON 4

WHY IS MAN A SOCIAL ANIMAL?
"REACH OUT!"

GOAL: Illustrate that a Culture is learned through interaction between people living or working in social organizations.

OBJECTIVES: After telecast and follow-up activities, the student will be better able to arrive at the following:

1. Identify similarities and differences between depicted social organizations (family, community, religion)

2. Explain reasons for cultural differences within or between social groups.

CONCEPT EMPHASIS: Social Orgaization (Family, community, religion)

POSITION WITHIN THE WISCONSIN CONCEPTUAL FRAMEWORK

DISCIPLINE: ANTHROPOLOGY SOCIOLOGY

II. Major Concept: Social being

Man has unique, common needs which are met within a social setting through membership in primary and secondary groups.

Developmental Variant: Many important attitudes and biases are developed within the family.

III. Major Concept: Institutions

Within these groups man develops accepted ways and means of meeting his needs and coping with the problems of living in groups. These ways and means are called institutions.

Developmental Variant: Cultural differences among groups stem from their different backgrounds, experiences and environments and may represent different stages of development.

DISCIPLINE: HISTORY

II. Major Concept: Continuity

Human experience is both continuous and interrelated.

Developmental Variant: Culture has social, political, and ecomonic institutions that are a product of the past.

LESSON 4

WHY IS MAN A SOCIAL ANIMAL?

TELECAST OVERVIEW

The program begins with a presentation of man as a machine, giving its structure and capabilities. He does not live and operate as an individual though. Interconnected orders of social dependence are seen in the life of man. This feature of man is compared with social animals who have specialization and dependence on one another for the good of all.

Mr. Bardulis points out needs of man and how animals also require this environment in order to thrive.

Animals fight for self preservation, in competition, for food supply and territory choosing what is best for themselves or family group. Why do people have disagreements that cannot be solved peaceably? Chris is shown in confrontation with another student where the real reason of annoyance is not thought about. Man as a higher being can answer the question, find love and affection, satisfy his sense of belonging and probe his spiritual nature.

PRE-PROGRAM ACTIVITIES

GRID: Transfer the grid onto a chalkboard, a transparency or handout.

1. The students will place a mark in each box which indicates a need or want in each of the social groups listed on the top of the page.

	ANIMAL	EARLY MAN	MODERN MAN
Clothing			
Shelter			
A group to live with			
Language			
Family			
Love			
Recreation			
Religion			
Transportation			
Health			
Education			
Food			
Art			

VOCABULARY

social animal	spiritual aspect	herds
transcend	insight	United Nations (U.N.)
affection	mechanism	common unity
wither	sense of community	commutual
depressed	sense of belonging	communion
		care

MOTIVATING EXERCISES

Pre-viewing and (or) post-viewing questions to bring about class discussion

1. What similarities will we find among social groups?
2. What part do the young play in each social group?
3. What part do the parents and adults play in each social group?
4. Could there be a community without families?
5. Are there families without communities?
6. What kinds of services were provided by different individuals within the social groups?
7. What kinds of needs besides food, clothing and shelter do we find in life?
8. What patterns can you think of that are the same among the social groups? Different?
9. How do members of the social groups communicate with one another?

BACKGROUND INFORMATION

1. Man needs other men to help meet his basic needs (i.e. survival)
2. In addition to a dependency on others to fill his basic needs, he has desires which can be met in the framework of the family structure.
3. Ways of fulfilling man's needs and desires and dependencies can best be met by living with other groups of families and cooperating to meet their needs.
4. Institutions develop as a result of the problems created when man lives in social groups.
5. The coming of religion met a spiritual need as well as helped man seek aid and comfort from his diety to meet his everyday problems of meeting his basic needs and living in groups.

PROGRAM SEQUENCES

WHAT IS MAN (ROBOTS, MAN AND WOMAN)

SOCIAL ANIMAL (SIXTH GRADERS, BEES,ANTS)

PEOPLE WHO NEED PEOPLE

CHRIS WITH EDWARD BURDULIS

FIGHTING (COBRA, MONKEYS, CHRIS)

INSIGHT

CHRIS FIGHT STILLS

COMMUNITY (WORLDS)

ALL KINDS OF PEOPLE: COMMUNITY

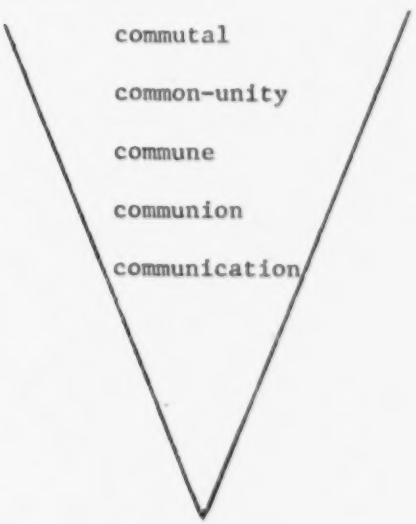
WHAT WOULD HAPPEN (COMMUNITY)

POST PROGRAM ACTIVITIES

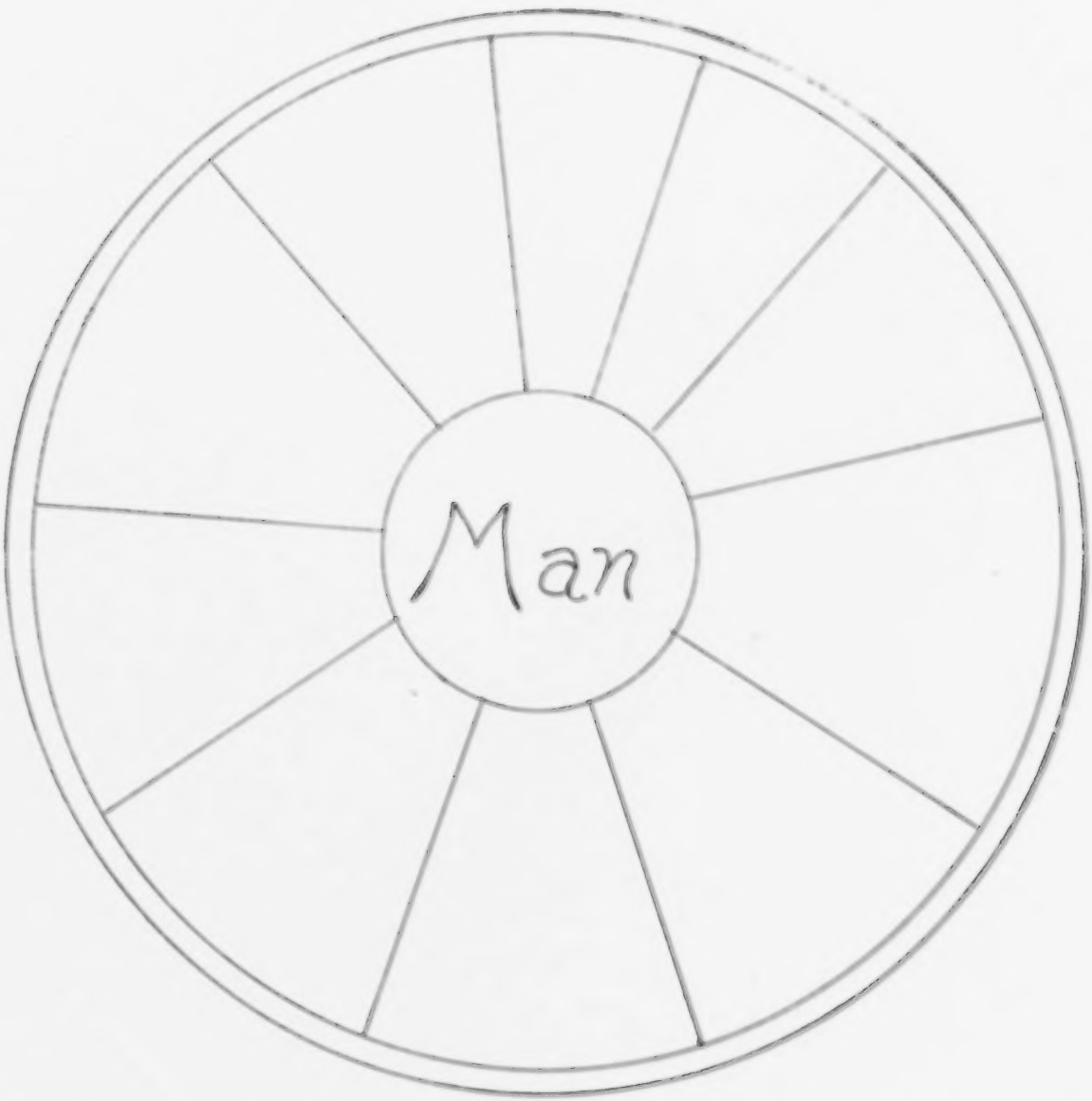
POST:

1. The students will refer to the grid after viewing and compare their pre-viewing judgements with new judgements they might have made after viewing. (discuss)
2. (A recall exercise) The students will fill in examples of food, clothing, language, religion, etc. that they saw in the telecast.
3. The student will write a brief paragraph or state orally "What My Life Would Be Like Without A Family." "My Family and I live in this Community because ..." "Lost on the Planet Barfledegoop"

4. Word Study



What are the needs of man?



Fill in spaces with needs.

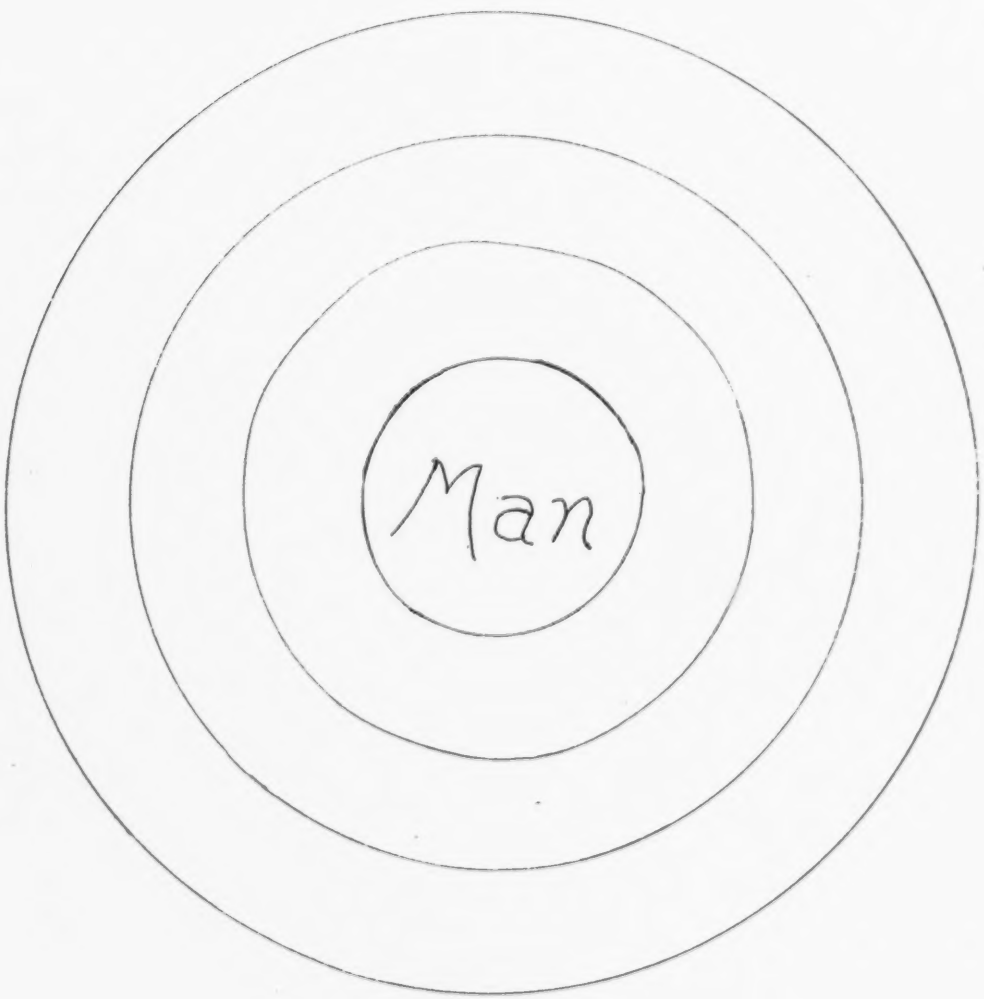
INSIGHT GAME

Have some numbers as : 22, 5, 8, 7, 11.
In your mind-
Pick one that you think all the other members are thinking of.

Tabulate results Give reasons for your choice

SOCIAL ORDER CIRCLES

Put concentric circles on board and fill in greater social organizations that man belongs.



RESOURCES

Films:

Bureau of Audio-Visual Instruction
1327 University Ave.
P.O. Box 2093
Madison, Wisconsin

2983 Belonging To The Group
3926 Major Religions
3132 Four Families (Margaret Mead)
3079 Man and His Culture
4012 Children At Work and Play Around the World
0696 Families First
4011 Family Life Around the World
6654 Family Teamwork and You
5428 Japan's New Family Patterns
2680 Japan's Land and People
1116 Japanese Family
3737 Medieval Manor
6752 Middle Ages: Culture of Medieval Europe

B F A Educational Media

10154 A City and Its People
10306 Food, Clothing, Shelter in Three Environments
10547 Primitive Man in Our World

Encyclopedia Britannica Educational Corp.

2590 What Is A Community?

Books:

Bettersworth, John, "Your Old World Past," The Steck Company, Austin, Texas

Davis, O.L. Jr. "Learning About Countries and Societies" American Book Co.

"The Epic of Man, Life" Golden Press, New York, 1962

Black, Irma Simonton, "Castle, Abbey and Town: How People Lived In The Middle Ages," Holiday, New York, 1963

Weyer, Edward, Jr. "Primitive Peoples Today" Doubleday and Company, Inc. Garden City, Michigan

"Vanishing Peoples of the Earth," National Geographic Society, 1968

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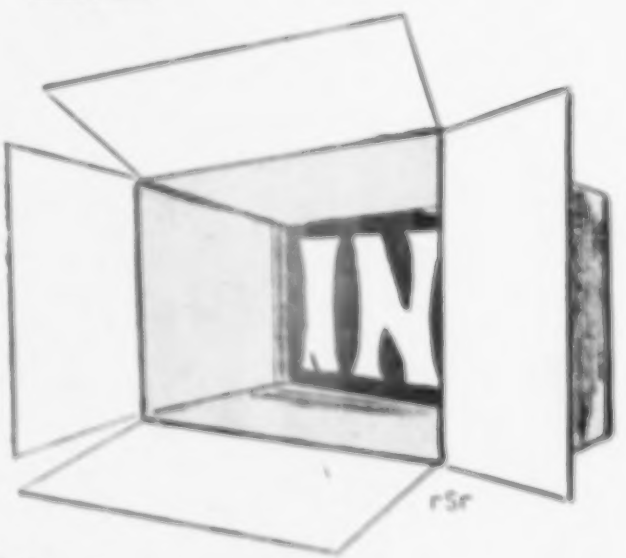

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"IT'S ALWAYS HAPPENING"

LESSON CREDITS AND ACKNOWLEDGEMENTS

Folk singer: David Crosby
Mr. Leslie McBain
Historical Society of Chicago
Mr. John Barsness and son Chris
John Hancock Company
GREAT AMERICAN DREAM MACHINE: Public Broadcasting Service
Actor: Ray Burns

Cinematography: James Santulli
Video Editing: Ed Furstenburg
Producer/Writer: Bob Hostetter
Director: John James

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Non-Professional	Mrs. Edna Fletcher - Waupun

Project Director: George Hightdudis
Secretary: Faroline Grebel

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LESSON 5

WHY IS CULTURE CHANGING?

IT'S ALWAYS HAPPENING!

GOAL:

Illustrate that culture is always changing, sometimes more rapidly than other times, although there is a degree of stability with certain aspects protected from change.

OBJECTIVES:

After telecast and follow-up activities, students will be better able to react to the following:

1. Explain what has caused many cultures to move rapidly from an agrarian emphasis to an urban emphasis.

2. Explain why some aspects of depicted cultures change rapidly while others remain relatively stable.

3. Discuss the following questions:
   a. Are changes always beneficial to cultures?
   b. Is our culture improved with greater emphasis toward urbanization?

POSITION WITHIN THE WISCONSIN CONCEPTUAL FRAMEWORK

DISCIPLINE: ANTHROPOLOGY SOCIOLOGY

IV. Major Concept: Cultural Universals

A society's whole system of institutions, including the artifacts it produces, constitutes its culture. All cultures have some common characteristics called cultural universals.

Developmental Variant: As people met their basic needs, they had more time for self-expression through the arts, such as literature, drama, the dance, music, painting, sculpture and architecture.

V. Major Concept: Acculturation, Assimilation, Cultural Change

Individuals learn accepted ways of perceiving, thinking and behaving from their culture and in turn can effect changes in that culture as it becomes inefficient or self-defeating in meeting the needs of the society it serves.

Developmental Variant: Improvements in transportation and communication have brought cultural areas into closer contact, facilitating and speeding up cultural changes.

IV. Major Concept: Cultural Change

This cultural change is a continuous and accelerating process, effected through invention and borrowing. Change in one facet of a culture brings about a change throughout that culture.

Developmental Variant: Conflict among groups tends to be reduced when they understand and appreciate each other's culture.

DISCIPLINE: HISTORY

I. Major Concept: Change

Change is inevitable, and the rate of change is uneven among and within societies.

Developmental Variant: The rate of cultural change varies from one country to another. The degree of social, political, and economic development will influence the rate of change.

II. Major Concept: Continuity

Human experience is both continuous and interrelated.

Developmental Variant: Culture has social, political, and exonomic institutions that are a product of the past.

III. Major Concept: Cause and effect

Acts and events have both causes and consequences which are never simple and often complex.

Developmental Variant: All cultures do not agree on what constitutes progress.

IV. Major Concept: Nature of evidence

People tend to judge or interpret the past in the light of their own times and experience.

Developmental Variant: Any written account of an event always involves a decision on what to tell and what to leave out.

DISCIPLINE: GEOGRAPHY

IV. Major Concept: Linkage

Geographic linkage is evident among countless human settlements through the exchange of messages, goods and services.

Developmental Variant: The more sophisticated the cultures development of an area, the greater the number and the intensity of linkages.

DISCIPLINE: ECONOMICS

II. Major Concept: Specialization

Man constantly tries to narrow the gap between limited resources and unlimited wants. Geographical, occupational, and technological specialization (division of labor) are the results of his desire to produce more, better, and faster.

Developmental Variant: While the relatively primitive practice of a person spending full time producing a single kind of product appears to be a simple level of specialization, it has provided a most effective means of rising above a meager subsistence.

III. Major Concept: Price

Specialization leads to interdependence which demands a market where buyers and sellers can meet. The market, in turn, needs money which will serve as a medium of exchange, measure of value, and a store of value.

Developmental Variant: The failure of some culture areas or nations to participate economically with other nations has slowed their economic growth.

TELECAST OVERVIEW

Change is going on all about us as newer ways of doing things evolve. The machines used to till the soil are replaced by newer types that get the job done quicker. People often discuss change while others even resist change.

Chris has an interview with Mr. McBain, age 91, who reminisces about what it used to be like. Has the centralization and mechanization that has occurred forced people to grow further apart? The town of Gillingham has escaped much change and neighbors still get together.

Chicago in 1779 was a lovely grassy spot where a beautiful river flowed into a blue lake. Soon this was replaced by creations of man. A visit to the John Hancock Building hints at some changes in living in the future.

The All-American man exaggerates a myth of a true American culture. These changes that he has adopted as his own are the outgrowth of many cultures.

PRE-PROGRAM ACTIVITIES

1. Select pairs of pictures which depict some kind of cultural change from agrarian to urban society.

plow	_____	machine	_____
farmhouse	_____	apartment bldg.	_____
horse & buggy	_____	automobile	_____
old Amer. gothic	_____	modern businessman's	_____
sword	_____	gun Peter Max towel	_____
painting (pastoral)	_____	ashes	_____
fire	_____	peel	_____
banana	_____	newspaper	_____
manuscript	_____	dead tree	_____
live tree	_____	medal, gold cup	_____
wreath of laurels	_____	planting machine	_____
sowing seed	_____	super market	_____
market place	_____	canned food	_____
open food	_____		

The following questions could be posed to the students from an inquiry approach point of view.

a. How do you think man discovered the idea of growing crops instead of gathering food in the wilderness?
b. What do you think inspired man to change from food gathering to crop growing?
c. How do you think man's way of living changed when he became a crop grower?

PRE-PROGRAM ACTIVITIES

PRE-TEST

How do the following change as society moves from rural to urban? (allow children individual answers)

Indicate response beside item:

	FARMER	FACTORY WORKER	BUSINESSMAN
family size			
machines			
clothing			
food			
shelter			
entertainment			
health			
communication			
transportation			
language			
education			
music			

VOCABULARY

(Part of this word list is to be developed in this lesson. The rest is to be developed and applied according to the desires or needs of each classroom situation)

Advancement
Cause & Effect
Cultural Change
Industrial Complex
Machinery
Sowing
Suburb
Agrarian
Computerized
Economy
Factory
Manuscript
Mobility
Progress
Rural
Specialization
Trade
Artifact
Businessman
Consumer
Entertainment
Immigrants
Interdependent
Pastoral
Regression
Shelter
Urban
Spacestone

BACKGROUND INFORMATION

1. Some aspects of our culture have improved because of the change in culture from an agrarian to industrial emphasis.
2. The ability to raise more food to support an increasing population helped make this change possible.
3. To a degree, man is able to control changes in his culture and therefore protects certain aspects within his culture from change as he desires.
4. Industrialization increased the speed of change.
5. Science created more opportunities for specialization and economic advancement.
6. Great population movements to cities have occurred because of industrialization.
7. With the advancement of culture came more leisure time for the individual.
8. The urban areas provide greater opportunities for entertainment and the arts.
9. Not all cultural changes are beneficial to man nor does man have the ability to control all changes.

Student Preparation:

In order to reinforce previously developed concepts and simultaneously introduce the concept of cultural change, the teacher may begin to prepare the students with the following motivational activities:

1. Make a tape or read excerpts from the book The Source, James A. Michener, Random House, 1965. The appropriate excerpts from this book are included in this unit. Alternatives to this selection might be teacher-selected excerpts from books such as Swiss Family Robinson or The Good Earth.

PROGRAM SEQUENCES

TITLE

FOLK SINGER (STILL PHOTOS)

CHRIS WITH MR MCBAIN

CHICAGO (PHOTO ESSAY)

CHRIS AND DAD AT JOHN HANCOCK
BUILDING PLUS DREAM MACHINE

ALL AMERICAN MAN

POST PROGRAM ACTIVITIES

Simulation-Problem Solving:
Market Game:

Time: Teacher may choose any time in history where the farmer has begun to produce surpluses and trade or sell his surplus.

Problem: What things and what people did the farmer need to complete the production of surplus crops and the selling and trading of them.

Procedure: One person is selected as the farmer. The farmer chooses the first and most important things and people he needs. Other students are to play the parts of these things and people and can be labeled by the farmer. The chosen classmates then can act out their parts or roles. The game proceeds with the farmer discovering all the persons and things he needs to complete his task. Examples: family, hand tools, soil, seeds, plow, etc.

EVALUATION

1. What would you put in a cornerstone, today, showing today's culture?

STUDENT PROJECT & RESEARCH

Comparison, contrast, formulation of hypothesis:

a. Teacher asks students this question: How is your life better because of modernization of machines and tools?
b. Students interview older family members and friends and compares the new with the old to discover where the greatest changes have taken place in their lives and what kinds of things caused them. (Interview form follows)
c. Divide the class into groups to see what conclusion each group can arrive at as to what kinds of things changed as the result of industrialization.
d. These are some of the common results which will emerge rapidly: automobile, construction and convenience of homes, clothing styles, food preservation, and educational advances.

e. Interview form for item b.

1. What kinds of things did you have for transportation?

1._____
2._____
3 _____

communication
1._____
2 _____
3._____

keeping warm outdoors in winter? 1._____
2._____

keeping warm indoors in winter? 1._____
2._____
3._____

preserving food? 1._____
2._____
3._____
4._____

health hazards? 1._____
2._____
3._____

2. How long were your working hours?

3. How old were you when you started working?

(Include any other questions you feel are important)

RESOURCES

Books:

After a Hundred Years-Story of the Birth & Growth of Agriculture, Dept. of Agriculture Yearbook, 1962, p. 523+.

Carrier, Lyman, The Beginnings of Agriculture in America, McGraw-Hill, 1923, Chapters 1,2,3.

Ribeiro, Civilizational Process, Smithsoian Institute, Washington, 1968, pp. 29-34, 14-16.
Dept. of Agriculture Yearbooks, 1914-1969. Can be used to cover development and growth of farming in the U.S.

Epic of Man, Golden Press, 1962

1969 Yearbook, Dept. of Agriculture, Wash., D.C., pp. 8,20,51

History of Technology, Oxford Clarendon Press, 1958, Vols. 3, 4, 5. Covers period of cultural growth 1500-1900

Man's Past, Ginn, Boston, Mass., 1967, Chap. 3.

Benedict, Patterns of Culture, Houghton Mifflin, 1955.

Hathaway, Beegle, Bryant, People of Rural America, U.S. Dept. of Commerce, Bureau of the Census, 1968. pp. 9-13,26-27,44-46.

Durell, Hagamen, World Cultures Past & Present, Harper & Row, 1965

Encyclopedias may also provide a source of information for the student seeking knowledge plus any other book the teacher may feel is relevant.

Films:

"At Home, 2001," Color, 25 min., rental $8.50, LaCrosse.

"Growth of Big Business in America," Color, 16 min., rental $3.50, LaCrosse.

"Industrial Revolution, The Beginnings in the U.S., Color, 23 min., rental $7.50, LaCrosse.

"Growth of Farming in America," Color, 14 min., rental $3.00 LaCrosse.

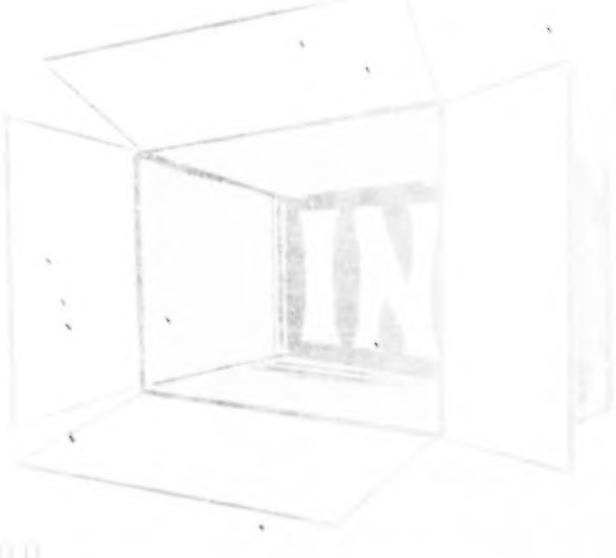
"Labor Movement, The Beginnings & Growth in America," Color, 14 min., LaCrosse.

"People of the Amazon, : Color 22 min, rental $7.50, LaCrosse.

"Population Patterns in the U.S.," Color, 11 min., rental $2.00, LaCrosse.

teacher guide
to the
12-lesson television series
for
sixth grade anthropology unit:

LOOKING OUT IS IN



developed by:
Title III ESEA
Comparative Cultures Project
CESA 13..Waupun, Wisconsin
in cooperation with:
WHA-TV, Madison
and the
Department of Public Instruction

GENERAL INTRODUCTION

There is a great deal of emphasis in educational circles these days placed on behavioral and performance objectives and in many cases, these serve a very beneficial purpose. However, they are not used in the strictly defined sense in any of our lessons since we desire a very "open" type of structure and felt restrictive types of objectives would defeat the very purpose of this series.

This distinction is being made now to explain the departure for some teachers who may feel our objectives are not valid and therefore create a mind-set against the series before they become familiar with it.

Before teachers utilize this series in the classroom, certain factors should be understood. These are enumerated as follows in no particular sequence pertaining to importance:

1. The television lesson is merely another "tool" to supplement the teacher's effectiveness and in no way was intended to provide the complete learning experience in and of itself.

2. The written materials enclosed within this teacher guide were designed by 6th grade teachers to accompany the television lesson, also partially designed by 6th grade teachers, but could be utilized to a degree without the video experience.

3. The television lesson and written materials were designed to be utilized with the inquiry method of teaching. (Brief explanation follows in this section.)

4. The television lessons were designed to provide a stimulating, motivating and enjoyable experience with the expectation that students will be inclined to probe and inquire further into the lesson content allowing for the teacher to exploit this induced inquiry toward related learning experiences.

5. In the development of this series, it was hoped that the emphasis would be "away" from "right-wrong" responses since we all perceive things from different perspectives. Rather, if it is agreed that "true" learning takes place by formulating and testing opinions based on certain experiences, the function of those of us in education should be to provide those experiences.

6. The series, including teacher guide materials, was designed to be implemented into the Wisconsin Conceptual Framework for the Social Studies.

All of the material included here is not "essential" nor "normally" found in other teacher guides to television lessons. However, the teachers who formulated the materials and ideas felt that everything possible that may be of assistance to the classroom teacher should be included realizing that each teacher will utilize only what is desirable in a particular situation. Also, other teachers may desire to supplement further with student or teacher created materials and ideas which are very much encouraged. In fact, it is hoped that much more creative thought will emerge from the applied stimulus than could be even alluded to in this teachers guide.

INQUIRY METHOD

A thorough understanding of the Inquiry Method of learning and teaching cannot take place in this brief treatment of that topic but some understanding is essential for creative teachers to grasp the general concepts and intentions. It is highly recommended that all teachers read, prior to the series, " Teaching As A Subversive Activity " by Neil Postman and Charles Weingartner, Delacorte Press, New York, New York, which is not only enjoyable and informative but is devoted primarily to the Inquiry Method from which most of the following information is derived.

1. An inquiry teacher rarely tells students what he thinks they ought to know. He believes that telling, when used as a basic teaching strategy, deprives students of the excitement of doing their own finding and of the opportunity for increasing their power as learners.

2. Generally, an inquiry teacher does not accept a single statement as an answer to a question. He avoids intimations of the Right Answer because he knows how often the Right Answer serves only to terminate further thought.

3. An inquiry teacher's basic mode of discourse with students is questioning. He sees questions as instruments to open engaged minds to unsuspected possibilities.

4. An inquiry teacher encourages student-student interaction as opposed to student-teacher interaction. And generally he avoids acting as a mediator or judge of the quality of ideas expressed. The inquiry teacher is interested in students' developing their own criteria or standards for judging the quality, precision, and relevance of ideas. He permits such development to occur by minimizing his role as arbiter of what is acceptable and what is not.

5. An inquiry teacher rarely summarizes the positions taken by students on the learnings that occur. A summary might tend to have the effect of ending further thought.

6. An inquiry teacher's lessons develop from the responses of students and not from a previously determined "logical" structure. Since he is concerned with the processes of thought rather than the end results of thought, he does not feel compelled to "cover ground", or to insure that his students embrace a particular doctrine, or to exclude a student's idea because it is not germane. He is engaged in exploring the <u>way</u> students think, not what they should think. That is why he spends more of his time listening to students than talking to or at them.

7. Generally, each of an inquiry teacher's lessons poses a problem for students. His goal is to engage students in those activities which produce knowledge: defining, questioning, observing, classifying, generalizing, verifying, applying.

8. An inquiry teacher measures his success in terms of behavioral changes in students: the frequency with which they ask questions; the increase in the relevance and cogency of their questions; the frequency and conviction of their challenges to assertions made by other students or teachers or textbooks; the relevance and clarity of the standards on which they base their challenges; their willingness to suspend judgements when they have insufficient data; their willingness to modify or otherwise change their position when data warrant such change; the increase in their skill in observing, classifying, generalizing, etc.; the increase in their tolerance for diverse answers; their ability to apply generalizations, attitudes, and information to novel situations.

It is within this same type of context that the following material is offered in the teacher's guide and certainly in the television lessons themselves. It is with this kind of different approach that maybe between all of us true learning may be enhanced through the material pursuit of relevance.

LESSON 6

"IT ALL BOILS DOWN TO THIS"

LESSON CREDITS AND ACKNOWLEDGEMENTS

National Gallery of Art, Washington, D.C.
Song: "All Over The World"
Music: Dave Crosby
Lyrics: Dan Peterson
Actors:
Larry Collins
Jim Pike
McDonald's
Chris Barsness

Cinematography: James Santulli
Video Editing: Ed Furstenberg
Producer/Writer: Bob Hostetter
Director: John James

C.E.S.A. 13 Teachers, Public and Private Schools (Formulated Teacher Guides)
Mrs. Jeanne Gartzke: Completed Revision of Teacher Guides
Mr. Richard Guse: Completed Revision of Teacher Guides

Comparative Cultures Advisory Committee

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LESSON 6

HOW DO SOME CULTURES MEET THEIR NEED FOR FOOD?
or
"IT ALL BOILS DOWN TO THIS"

GOAL

Illustrate food gathering techniques of several different peoples.

OBJECTIVES

After telecast and follow-up activities, students will be better able to react to the following:

1. Identify the food gathering methods utilized by the various cultures
2. Explain why these methods are used in contrast to other methods and techniques
3. Explain why depicted cultures spend so much time in the process of gathering food.
4. Explain why it is necessary for all members of the family of the depicted cultures to share the responsibility of obtaining food.

POSITION WITHIN THE WISCONSIN CONCEPTUAL FRAMEWORK

DISCIPLINE: GEOGRAPHY

1. Major Concept: Spatial Relationship

Spatial relationship exists between any place on earth and all other places. A relationship between two or more locations involves direction, distance and time.

Developmental Variant: The cultures to be studied have a location on the earth and are related to other culture areas in terms of extent, distance, direction and time. The usability of an area is affected by its location with respect to the earth, and to people and things on earth.

II. Major Concept: Maps:

Maps are representations of all or parts of the earth. They are used to record and analyze the features of people and their life on the earth.

Developmental Variant: Association of mapped features will help delineate cultural areas. The areal distribution of individual geographic elements, of element complexes and of cultural traits may be recorded and studied on maps.

III. Major Concept: Region

Region refers to an area which is delimited as being significantly different from other areas on the basis of one or more selected physical or cultural characteristics.

Developmental Variant: By mapping individual cultural geographic elements (e.g. conical houses, religious beliefs, milk drinking, hog raising, etc.) or element complexes, one may discover and study culture regions, or the origin and areal spread of cultural traits.

DISCIPLINE: ECONOMICS

I. Major Concept: Scarcity

The conflict between unlimited wants and limited natural and human resources is the basic economic problem. Scarcity still persists in the world today.

Developmental Variant: In underdeveloped areas of the world, people tend to be undernourished and ill-housed because they lack the machines (capital) to produce goods and services efficiently.

II. Major Concept: Specialization

Man constantly tries to narrow the gap between limited resources and unlimited wants. Geographical, occupational, and technoligical specialization (division of labor) are the results of his desire to produce more, better, and faster.

Developmental Variant: While the relatively primitive practice of a person spending full time producing a single kind of product appears to be a simple level of specialization, it has provided a most effective means of rising above a meager subsistence.

IV. Major Concept: Economic decisions

All of mankind is faced with four economic decisions: 1) What and how much to produce? 2) How much and in what way land (natural resources), labor and management and captial (tools) are to be used for production? 3) Are the goods and services to be used for further production or immediate consumption? 4) Who shall receive the products and in what proportion? (distribution)

Developmental Variant: Culture groups which are forced to spend a disproportionate amount of their time gathering or producing food for survival are thus prevented from assigning adequate effort and resources to the production of captial goods.

DISCIPLINE: ANTHROPOLOGY SOCIOLOGY

I. Major Concept: Man

Man is a unique being, and while each individual is unique in some ways, greater similarities exist among men than dissimilarities.

Developmental Variant: Notions about race arose from the fact that people are born with different physical traits, such as skin color. No one is born with culture, but each person acquires the culture of his group as he lives and learns within it.

II. Major Concept: Social being

Man has unique, common needs which are met within a social setting through membership in primary and secondary groups.

Developmental Variant: Many important group attitudes and biases are developed within the family.

III. Major Concept: Institutions

Within these groups man develops accepted ways and means of meeting his needs and coping with the problems of living in groups. These ways and means are called institutions.

Developmental Variant: Cultural differences among groups stem from their different backgrounds, experiences, and environments and may represent different stages of development.

DISCIPLINE: POLITICAL SCIENCE

I. Major Concept: Power

Every society creates laws. Penalties and sanctions are provided for violations of law.

Developmental Variant: All cultures have systems of laws to promote order, and as the society becomes more complex it requires and develops more laws.

III. Major Concept: Decision Making

Democracy is government in which decision making is in the hands of the people who make their desires known through voting, political parties and pressure groups. Democracy seeks to protect the right of individuals and minority groups.

DISCIPLINE: HISTORY

I. Major Concept: Change

Change is inevitable, and the rate of change is uneven among and within societies.

Developmental Variant: The rate of cultural change varies from one country to another. The degree of social, political, and economic development will influence the rate of change.

II. Major Concept: Continuity

Human experience is both continuous and interrelated.

Developmental Variant: Culture has social, political, and economic institutions that are a product of the past.

III. Major Concept: Cause and effort

Acts and events have both causes and consequences which are never simple and often complex.

Developmental Variant: All cultures do not agree on what constitutes progress.

TELECAST OVERVIEW

The program starts with food, which is essential to life. Through works of art and song, people of past and present have expressed their feelings about food. Types of food and the manner in which they are eaten are in a constant state of change.

Searching for food consumes a large share of the time of those cultures. Hunters become very skillful and develop many "tricks of the trade". Their diet is limited to that which lives and grows around them. We notice that the younger members are taken along to observe, learn, and often help with food gathering and hunting. Todays modern people are not food gatherers in the sense of the word as seen in the films.

PRE-TELECAST ACTIVITIES

PRE-TEST

Have the student imagine that his family has moved into one of the cultures listed by the class.

Indians	Aborogines
Eskimos	Bushmen
Tribesmen of Lower Nile Valley	Laplanders

Then ask the student the following questions: (written or oral)

1. What type of food and ways of securing food will your family come in contact with that will be completely different from the food and ways of your culture?
2. What factors determine the kind and supply of food you can have?
3. What kind of help would you need from this culture in order to survive?

VOCABULARY

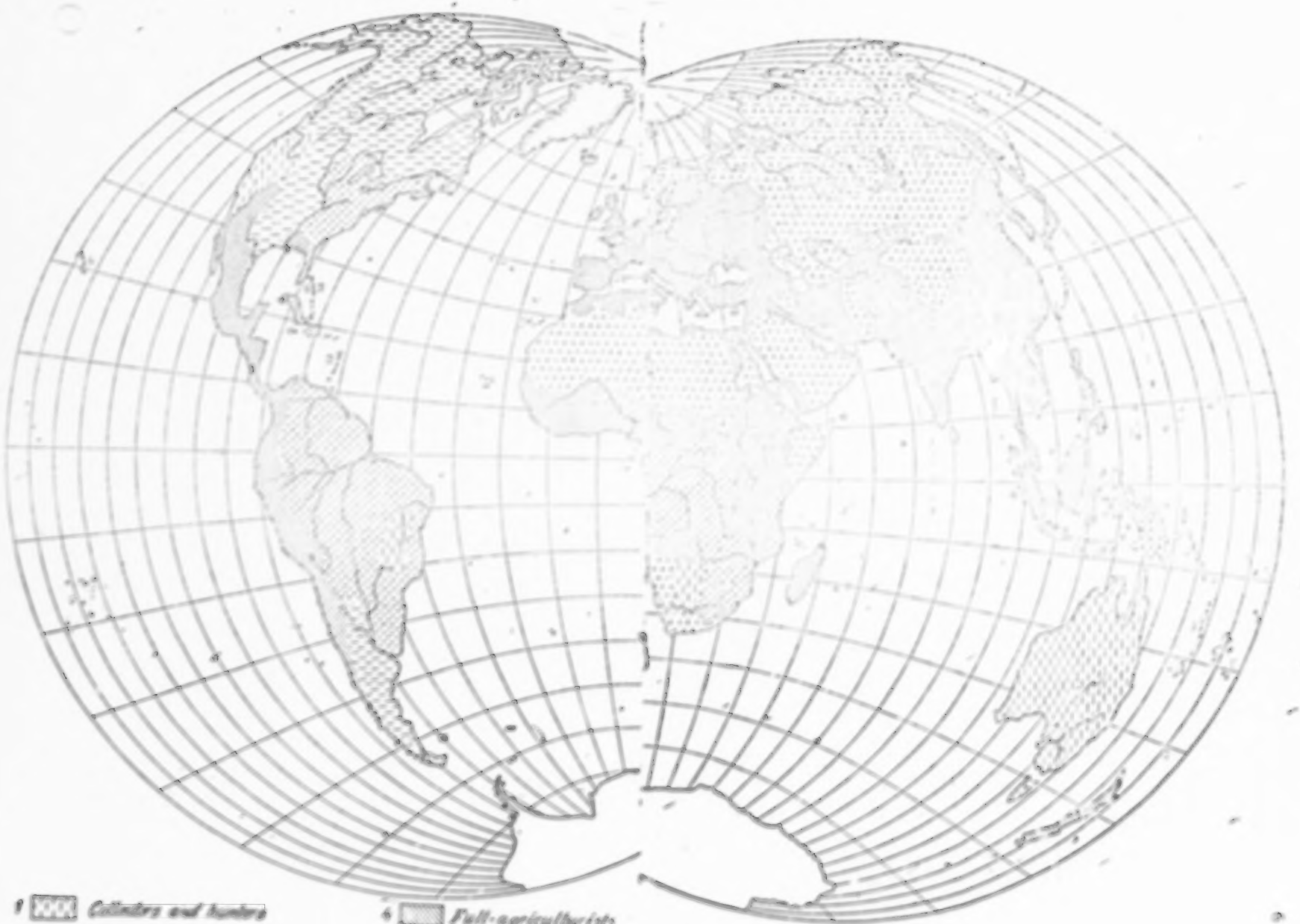
Foodgatherer	Dinka Tribesmen	Sinews
Hunting	Pygmies	Snare
ackla	Prehistoric	Harpoon
Kalahari Desert	Nourishes	Eskimo
Generation	Availability	Agriculturist
Floes	Devised	Nomadic
Acorns	Resources	

PRE-PROGRAM MOTIVATION

1. What do you think is the basic need most necessary to all people?
2. Discuss - How does your family meet its basic need for food?
3. In what parts of the world would the kinds of food and problems of getting food differ from ours? (List places mentioned)
4. Discuss areas listed and why you think they are different.
5. Locate areas of different cultures on a world map.
6. Distribute copies, or use a transparency projection of the global Food Resources map.
7. Discuss the different methods used in securing food as indicated on the map.
8. Are you a "food gatherer"? The lesson deals with someone who "thinks" he is!

BACKGROUND INFORMATION

1. Sources of foods are determined by the availability of plants, animals, and fish.
2. The methods of getting food in primitive cultures of today are passed on to family members; father trains sons, etc.
3. The tools for food gathering are devised from resources of the area.
4. Food gathering entails considerable time to meet the basic needs of a family or a group.
5. Nearness to rivers or water offers different food supply than completely land-locked area.
6. Type of vegetation determines the foods.


1 Collectors and hunters
2 Higher hunters
3 Semi-agriculturists
4 Full-agriculturists without plough
5 Full-agriculturists with plough
6 Nomadic herdsmen
Semi-agriculturists and full-agriculturists
Nomadic herdsmen and higher hunters

FOOD SONG

Man's need for food is always there,
He must maintain himself and share
His sustenance with family
and friends who - - - -

Seed grain to live and meat to grow,
Fresh fruit and herbs and water flow-
ing, nourishment and hearty, helpful
Menus.

He gathers yams and puts up jams,
He pickles beets and fries bana-
as, steams raw clams and feasts
on rabbit stew;

He uses chopsticks, forks and fingers,
Drinks from glasses, cups and beakers,
Crams his belly full of luscious
food, for - - - -

All over the world, men are planting and growing
Greens, berries, and trees, vines and branches are showing;
Peaches, pears and succotash, plantain, goobers and kumquats
Rice fields, corn fields, long bean rows, cabbage, melons and whatnots.

The rice fields of Asia are green, lush with young vegetation,
Wheat in Russia grows tall, their plains must feed the whole nation.- - -
Isreali oranges, Egyption figs, Dutch chocolate, cheese curds and salmon,
Spanish olives and tangerines, the whole earth's a ripening garden.

The French make a fetish of food, fine wines, hors d'oeuvres and pastries
In Naples, pizza is fine, Pasta and meat balls are spicy;
Reindeer, mackeral, and sauerkraut, herring, scallions and chicken,
Codfish, croutons and partridge, Europe is one great big kitchen.

Lean men eat to survive, the sleek are gourmets and gluttons;
Primitive sacrifice lambs, while the English devour their mutton.
Some hate pork chops and some fresh fish, some love shark when their
soups on.
But it all boils down to a spicy solution, a joint resolution, a final
conclusion - - -
That everyone's hungry for something!

PROGRAM SEQUENCES

TITLE

FOOD SONG

BERRIES/HAMBURGER

CHRIS ON CAMERA (FOOD GATHERER)

CHRIS/FILM/DETECTIVES/MCDONALDS

DETECTIVES/CHRIS/FILM (EB) EXCERPTS

MAP (FOOD GATHERS)

TIME TABLE WITH CHRIS

POST PROGRAM ACTIVITIES

Open ended questions to follow telecast.

1. How did the natural environment and climate affect the kind of food these people ate?
2. What problems were encountered in obtaining food?
3. Why did these people eat different types of food?
4. What part did each member of the family play in obtaining food?
5. Why is so much time involved in gathering food in primitive cultures?
6. How do you think the task of getting food might be made easier?

Other follow-up activities.

1. Divide the class into groups for committee work to research food gathering in primitive cultures of today.
   Examples of cultures that could be used:
   1. Semangs of the Malay Peninsula
   2. Bantu People of Africa
   3. Mali (Niger River)
   4. Pygmies
   5. Indians of the Amazon

   Committees complete a suggested chart in teacher's guide for presentation of research information.
2. Map work - location of cultures reported on.
3. Use the following paragraph to stimulate thinking and have the students answer the following questions.

BUSHMEN OF THE KALAHARI

The Bushmen are food-gathering people who live in the Kalahari Desert of southern Africa, a difficult environment in which to fulfill basic needs. Bushmen depend chiefly on roots, seeds, fruits, and small animals for food. They do not raise plants or tame animals. Their shelter consists of grass huts, and their clothing suits the environment. The group's leader, chosen for his wisdom and experience, settles disputes among family members. When food near the camp becomes scarce, the Bushmen move their belongings to a new location in the desert. Scientists study the Bushmen's culture because they believe it reveals much about how early man lived.

Continued activity - Questions to be answered after the paragraph.

1. Have the students imagine that a Bushman family has moved into a home on their block. Then ask the students:
   a. What will the Bushman family come in contact with that will be completely new to them? What things will be familiar?
   b. How will the climate and physical surroundings be different for them?
   c. What kind of help would you, as a neighbor, offer to give? What kind of help do you think the Bushmen will need?
   d. After a month, do you think the Bushmen will choose to live on your block, or do you think they will prefer returning to their old home?

4. Skits
5. Role Playing
6. Simulation Game - Caribou Hunt
   Education Development Center Inc.
   Cambridge, Mass.
7. Creative Writing

   Given a topic write an interesting and informative story telling how you plan to survive:

   You, your family, and about five other families have been banished from a hunting and gathering society. You had all eaten the leaves of a sacred plant which only the high priest was allowed to eat in magic rituals. Thus, you and the group have been sent away from the tribe and off into the desert. You are the leader of this group.
   a. Tell how your group meets their basic needs.
   b. Tell about the type of culture you develop in your group living.
   c. Tell how you plan to pass this knowledge on so that your group can grow and be strong for generations.
8. The class as a whole or divided into small groups may devise a simulation to develop the concept of varied techniques in food gathering practiced by cultures in different environments.

SUGGESTED FOLLOW-UP ACTIVITIES

Open ended questions to follow telecast.

1. How did the natural environment and climate affect the kind of food those people ate?
2. What problems were encountered in obtaining food?
3. Why did these people eat different types of food?
4. What part did each member of the family play in obtaining food?
5. Why is so much time involved in gathering food in primitive cultures?
6. How do you think the task of getting food might be made easier?

Other follow-up activities

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THIS CHART IS SUGGESTED FOR SUMMARY OF INFORMATION OF COMMITTEE RESEARCH ON HOW A PRIMITIVE CULTURE MEETS ITS NEEDS IN OBTAINING FOOD.

NAMES OF CULTURES _____

SUFFICIENT BASIC FOOD FOR THE PEOPLE _____

GATHERING _____

METHODS OF STORING FOODS _____

FAMILIES RESPONSIBILITIES FOR GATHERING FOOD _____

LOCATION _____

LAND FORMATION _____

TOOLS USED _____

POST-TEST

Early tools and methods of food gathering. Matching.

1.	Ostrich eggshell	A.	Tough fibers from meat of animals used for bow strings.
2.	Sinews	B.	A sling used for hurling stones.
3.	Harpoons	C.	A heavy curved piece of wood with a sharp edge.
4.	Slingshot	D.	An object used by Bushmen as a container for water.
5.	Spear	E.	A wooden stick, a tip made from walrus tusk, line fade of sealskin.
6.	Boomerang	F.	A weapon with a long handle and sharp blade thrown at prey in hunting.
7.	Bow and arrow	G.	A stone-headed tool used to cut firewood.
8.	Hand ax	H.	Materials used by Bushmen to start fires.
9.	Stick, piece of wood, fuzz from birds nest	I.	Used by Aborigines to dig roots.
10.	Digging stick	J.	Used by Bushmen to carry food gathered.
11.	Animal-skin bag	K.	Used by several cultures to trap animals or fish.
12.	Snare	L.	Curved wood, strung with animal fibers, and using a pointed stick.

Choose 3 of todays primitive cultures and list ways in which they were alike in meeting their need for food.

RESOURCES

Books:

Baer, Friedrich. Igloos, Yurts, and Totem Poles.
New York. Pantheon. 1955

ben-Jochannan, Yosef; Brooks, Hugh; Webb, Kampton. Africa-Lands, People and Cultures of the World.
Chicago: W. H. Sadlier, Inc. 1970

Bleeker, Sonia, The Eskimos: Arctic Hunters and Trappers.
New York: William Morrow and Co. 1959

Cairns, G.O. and J.F. Australia.
New York: MacMillan Co.

Social Science Staff of the Educational Research Council of America.
Communities at Home and Abroad-
1. Aborigines of Central Australia
2. The Eskimos of Northern Alaska
3. Our Community
Rockleigh, N.J. Allyn and Bacon, Inc.

Weyer, Edward. Primitive Peoples Today. (Paperback)
Dolphin Book, 1956

Man and the Jungle.
Chicago: Lyons and Carnahan

'Vanishing People of the Earth
Washington, D. C. National Gergraphic

Periodicals:
National Geographic Magazine:
"Journey into Stone Age - New Guinea", April, 1969
"Indians of the Amazon Darkness", May, 1964
"Banks Island - Eskimo Life on the Polar Sea", May, 1964
"Solving the Riddle of Wetheril Mesa", February, 1964
"A Teenager Sails the World Alone", September, 1968
"Bushmen of the Kalahari", June, 1963
"Saving Brazil's Stone Age Tribes from Extinction", September, 1968
"I Live with the Exkimos", Rebruary, 1971

Films:

Life in Hot-Wet Lands - Congo Basin
Aborigines of the Seacoast BAVI 4832
Pygmies of Africa BAVI 1792
Eskimo Family La Cross
Niger River--the Mali
Niger, African Village People, - Bozo People
The Semangs of the Malay Peninsula

Amazon Family BAVI
Indian Family of Long Ago Ecy B
Indians of the California Desert Ecy B
Cave Dwellers of the Old Stone Age Ecy B
The Nile and its People Ecy B

Filmstrips:

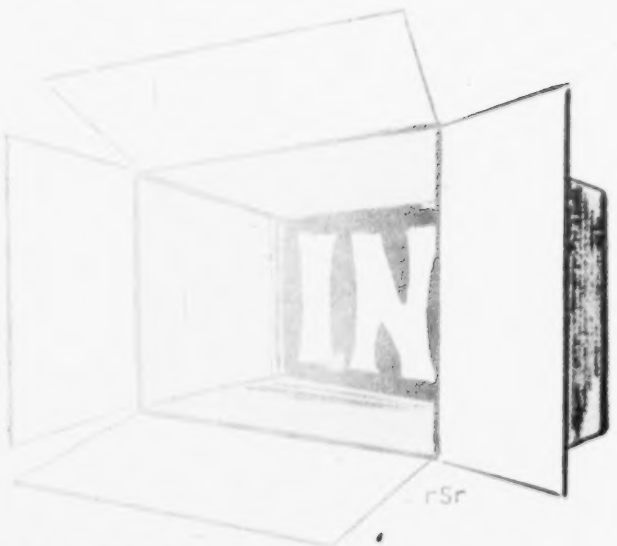
Native Tribes of Africa
Bantu People of Africa
Bushmen of Kalahari Desert (with record)

Visuals:

3M Anthropology Series Cat. No. 2061
3M C. Education Series
Box 3100
St. Paul, Minnesota

teacher guide
to the
12-lesson television series
for
sixth grade anthropology units

LOOKING OUT IN



developed by:
Title III ESEA
Comparative Cultures Project
CESA 13..Waupun, Wisconsin
in cooperation with:
WHA-TV, Madison
and the
Department of Public Instruction

GENERAL INTRODUCTION

There is a great deal of emphasis in educational circles these days placed on behavioral and performance objectives and in many cases, these serve a very beneficial purpose. However, they are not used in the strictly defined sense in any of our lessons since we desire a very "open" type of structure and felt restrictive types of objectives would defeat the very purpose of this series.

This distinction is being made now to explain the departure for some teachers who may feel our objectives are not valid and therefore create a mind-set against the series before they become familiar with it.

Before teachers utilize this series in the classroom, certain factors should be understood. These are enumerated as follows in no particular sequence pertaining to importance:

1. The television lesson is merely another "tool" to supplement the teacher's effectiveness and in no way was intended to provide the complete learning experience in and of itself.

2. The written materials enclosed within this teacher guide were designed by 6th grade teachers to accompany the television lesson, also partially designed by 6th grade teachers, but could be utilized to a degree without the video experience.

3. The television lesson and written materials were designed to be utilized with the inquiry method of teaching. (Brief explanation follows in this section.)

4. The television lessons were designed to provide a stimulating, motivating and enjoyable experience with the expectation that students will be inclined to probe and inquire further into the lesson content allowing for the teacher to exploit this induced inquiry toward related learning experiences.

5. In the development of this series, it was hoped that the emphasis would be "away" from "right-wrong" responses since we all perceive things from different perspectives. Rather, if it is agreed that "true" learning takes place by formulating and testing opinions based on certain experiences, the function of those of us in education should be to provide those experiences.

6. The series, including teacher guide materials, was designed to be implemented into the Wisconsin Conceptual Framework for the Social Studies.

All of the material included here is not "essential" nor "normally" found in other teacher guides to television lessons. However, the teachers who formulated the materials and ideas felt that everything possible that may be of assistance to the classroom teacher should be included realizing that each teacher will utilize only what is desirable in a particular situation. Also, other teachers may desire to supplement further with student or teacher created materials and ideas which are very much encouraged. In fact, it is hoped that much more creative thought will emerge from the applied stimulus than could be even alluded to in this teachers guide.

INQUIRY METHOD

A thorough understanding of the Inquiry Method of learning and teaching cannot take place in this brief treatment of that topic but some understanding is essential for creative teachers to grasp the general concepts and intentions. It is highly recommended that all teachers read, prior to the series, " Teaching As A Subversive Activity " by Neil Postman and Charles Weingartner, Delacorte Press, New York, New York, which is not only enjoyable and informative but is devoted primarily to the Inquiry Method from which most of the following information is derived.

1. An inquiry teacher rarely tells students what he thinks they ought to know. He believes that telling, when used as a basic teaching strategy, deprives students of the excitement of doing their own finding and of the opportunity for increasing their power as learners.

2. Generally, an inquiry teacher does not accept a single statement as an answer to a question. He avoids intimations of the Right Answer because he knows how often the Right Answer serves only to terminate further thought.

3. An inquiry teacher's basic mode of discourse with students is questioning. He sees questions as instruments to open engaged minds to unsuspected possibilities.

4. An inquiry teacher encourages student-student interaction as opposed to student-teacher interaction. And generally he avoids acting as a mediator or judge of the quality of ideas expressed. The inquiry teacher is interested in students' developing their own criteria or standards for judging the quality, precision, and relevance of ideas. He permits such development to occur by minimizing his role as arbiter of what is acceptable and what is not.

5. An inquiry teacher rarely summarizes the positions taken by students on the learnings that occur. A summary might tend to have the effect of ending further thought.

6. An inquiry teacher's lessons develop from the responses of students and not from a previously determined "logical" structure. Since he is concerned with the processes of thought rather than the end results of thought, he does not feel compelled to "cover ground", or to insure that his students embrace a particular doctrine, or to exclude a student's idea because it is not germane. He is engaged in exploring the <u>way</u> students think, not what they should think. That is why he spends more of his time listening to students than talking to or at them.

7. Generally, each of an inquiry teacher's lessons poses a problem for students. His goal is to engage students in those activities which produce knowledge: defining, questioning, observing, classifying, generalizing, verifying, applying.

8. An inquiry teacher measures his success in terms of behavioral changes in students: the frequency with which they ask questions; the increase in the relevance and cogency of their questions; the frequency and conviction of their challenges to assertions made by other students or teachers or textbooks; the relevance and clarity of the standards on which they base their challenges; their willingness to suspend judgements when they have insufficient data; their willingness to modify or otherwise change their position when data warrant such change; the increase in their skill in observing, classifying, generalizing, etc.; the increase in their tolerance for diverse answers; their ability to apply generalizations, attitudes, and information to novel situations.

It is within this same type of context that the following material is offered in the teacher's guide and certainly in the television lessons themselves. It is with this kind of different approach that maybe between all of us true learning may be enhanced through the material pursuit of relevance.

LESSON 7

"THE YESTERDAY SHOW"

Bob Hart
Professor Joseph Elder, University of Wisconsin
Ms. Laurie Herm
Chris Barsness

Cinematography: James Zarcufi
Video Editing: Ed Furstenburg
Producer/Writer: Bob Mostetler
Director: John James

C.E.S.A. 13 Teachers, Public and Private School (Formulated Teacher Guides)
Mrs. Jeanne Gartzke: Complete Revision of Teacher Guides
Mr. Richard Guse: Complete Revision of Teacher Guides

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Project Director: George Rightmeier
Secretary: Mrs. Faroline Grebel

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LESSON 7

HOW DO THE METHODS OF GATHERING FOOD INFLUENCE CULTURE?
or
"THE YESTERDAY SHOW"

GOAL:

Illustrate how food gathering greatly influences the characteristics of a culture. Also, how a culture greatly influences the food gathering methods that a people use.

OBJECTIVES:

After telecast and follow-up activities, students will be better able to react to the following:

1. Identify how food gathering methods influence social institutions (religion, family, community, etc.)

2. Identify how social institutions influence food gathering methods.

POSITION WITHIN THE WISCONSIN CONCEPTUAL FRAMEWORK

DISCIPLINE: ANTHROPOLOGY SOCIOLOGY

II. Major Concept: Social being

Man has unique, common needs which are met within a social setting through membership in primary and secondary groups.

Developmental Variant: Many important group attitudes and biases are developed within the family.

III. Major Concept: Institutions

Within these groups man develops accepted ways and means of meeting his needs and coping with the problems of living in groups. These ways and means are called institutions.

Developmental Variant: Cultural differences among groups stem from their different backgrounds, experiences, and environments and may represent different stages of development.

DISCIPLINE: ECONOMICS

I. Major Concept: Scarcity

The conflict between unlimited wants and limited natural and human resources is the basic economic problem. Scarcity still persists in the world today.

Developmental Variant: In underdeveloped areas of the world, people tend to be undernourished and ill-housed because they lack the machines (capital) to produce goods and services efficiently.

II. Major Concept: Specialization

Man constantly tries to narrow the gap between limited resources and unlimited wants. Geographical, occupational, and technological specialization (divison of labor) are the results of his desire to produce more, better, and faster.

Developmental Variant: While the relatively primitive practice of a person spending full time producing a single kind of product appears to be a simple level of specialization, it has provided a most effective means of rising above a meager subsistence.

IV. Major Concept: Economic Decisions

All of mankind is faced with four economic decisions: 1) What and how much to produce? 2) How much and in what way land (natural resources), labor and management and capital (tools) are to be used for production? 3) Are the goods and services to be used for further production or immediate consumption? 4) Who shall receive the products and in what proportion? (distribution)

Developmental Variant: Culture groups which are forced to spend a disproportionate amount of their time gathering or producing food for survival are thus prevented from assigning adequate effort and resources to the production of capital goods.

DISCIPLINE: GEOGRAPHY

I. Major Concept: Spatial Relationship

Spatial relationship exists between any place on earth and all other places. A relationship between two or more locations involves direction, distance and time.

Developmental Variant: The cultures to be studied have a location on the earth and are related to other culture areas in terms of extent, distance, direction and time. The usability of an area is affected by its location with respect to the earth, and to people and things on earth.

III. Major Concept: Region

Region refers to an area which is delimited as being significantly different from other areas on the basis of one or more selected physical or cultural characteristics.

Developmental Variant: By mapping individual cultural geographic elements (e.g. conical houses, religious beliefs, milk drinking, hog raising, etc.) or element complexes, one may discover and study culture regions, or the origin and areal spread of cultural traits.

DISCIPLINE: HISTORY

V. Major Concept: Values and beliefs

Each civilization has certain significant values and beliefs that evolve out of the developing culture, and in turn, influence its growth and development.

Developmental Variant: Any written account of an event always involves a decision on what to tell and what to leave out.

TELECAST OVERVIEW

Chris is among the guests on a popular "talk show" where the main topic of the day is "Food to Stay Alive." The visiting professor brings his films of Hunting and Gathering Cultures. Each group's way of life is determined by the type of food sought. A nomad's home is where the food is. Others who have a more reliable source of game or vegetation have more permanent dwellings and are able to engage in simple trade.

One cannot always survive on what one can get for one's self. These are very insecure cultures who look for help from their own kind of spirit and whose celebrations and successes are shared with all in the group. Tribal games, art and dancing reflect how necessary animals are to survival.

The glamour guest of the "Yesterday Show" couldn't be bothered with hunting outside of the Supermarket, while the only gathering she knows much about is "gathering" money to purchase her needs. (and wants) Chris speculates that only rural people today could be compared to the hunting and gathering cultures of our ancestors.

How shall we "gather" the money to purchase the goods and services we think we need in these days of convenience and freedom from "hunting and gathering" our daily bread?

PRE-TEST

This exercise is designed to provoke thought and discussion about food gathering and hunting cultures.

Hand out cards with the names of food and animals on them. Then have students put their card under the food gathering or hunting group that they think it belongs. The reasons why and the various possibilities will be the basis for discussion.

Possible groups

Eskimo	Indian	Aborigines	Pygmy
Possible Cards:			
Cards	Berries	Blueberries	Crayfish
Bear	Fruit	Honey	Fish
Robin	Hickory nuts		Monkey
Squirrel	Grain		Seeds
Shails	Whale		Bark
Rabbit	Turkey		Insects
Crow	Anteater		Clams
Deer	Bisen		Seal
Manioc	Roots		Leafy Vegetables
Gopher	Mice, other		Insects
Fox	little rodents		Cocoanuts
Wildrice	eggs		

VOCABULARY

Larder	Vital	Permanent	Bargain
Scavenger	Grubs	Possessions	Ceremonies
Fetch	Browsings	Teepeees	Celebrate
Snare	Self-sufficient	Hosted	Survival

PRE-PROGRAM EXERCISE

1. Have you ever been a food gatherer?
   (What have you done to qualify as a food gatherer?)
   Possible answers:
   a. Berries
   b. Nuts
   c. Roots
   d. Wild Asparagus
   e. Mushrooms
   f. Hunting Deer
   g. Hunting Rabbit
2. Which animals are food gatherers
   Class discussion

Choral Reading

FOOD FOR THOUGHT

Could you live, live, live
Without food, food, food?
You'd have to agree
It's vital as can be.

Man first ate fruit buds and grubs!
He was a scavenger!
A stone, a club would sometimes kill
A mammoth, tiger or larder fill
With meat for days ahead.

Women and girls went out to fetch
Nuts, berries, roots, and grasses.
Boys from their fathers learned to catch
A fish or eel and sometimes snare
A rabbit that had wandered there.

Today we gather for sport and fun
A hobby now for everyone.
Hunting, fishing, trapping we do
Incidentally for me and you.

But - could you live, live, live
Without food, food, food?
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It's vital as can be.

BACKGROUND INFORMATION

Social institutions
Food gathering methods

MAJOR CONCEPTS - Limitation and Interdependence

1. Time spent in gathering food limits time alowable for cultural advancement for family.
2. To a varying degree the family is involved primarily in the responsibility of obtaining food.

HUNTING & FOOD GATHERING

A. Limitations
   1. Location
   2. Means of obtaining food
      a. Hunting and Fishing
      b. Gathering and Collecting
   3. Tools and implements

B. Division of labor
   1. Those taking part in:
      a. Hunting
      b. Fishing
      c. Gathering and Collecting
   2. Form of order
   3. Respect for age
   4. Preparation of food

PROGRAM SEQUENCES

FILM #1: AMAZON, ABORIGINIES

FILM #2: PLAINS INDIANS, SOUTH PACIFIC

FILM #3: PYGMIE TRADE

FILM #4: RELIGIOUS CEREMONIES-
PYGMIES WITCH DOCTOR

FILM #5: ART, DANCE, GAMES

STUDIO F: (HART, JOE, LAURIE, AND CHRIS)

POST PROGRAM ACTIVITIES

EVALUATION

Use same cards and cultures as in pre-test. Hand out cards and have student write down all the cultures given that would use this food

POST PROGRAM ACTIVITIES

Questions

1. Does where you live on earth determine the kind of food you eat?

2. What are outside influences which may help Bomba's family in the gathering of food? (knife, spear, no time spent in the making of clothing)

3. What change might occur if the food gathering group was unsuccessful? (die of starvation, move, scrounge, change)

4. Tell the interdependency of each members rold in a food gathering culture.

5. Does the time spent in food gathering limits the time alloted to the advance of their social institutions other than family.

ACTIVITY

Reproduce in role play the concept that animals as well as people are food gatherers.

RESOURCES

Books:

Indians of the Americas, New York, Mentor Books, 1947

Redman's America - A History of Indians in the United States
Chicago, University of Chicago Press, 1953

Winnebago Indians, Omaha, University of Nebraska

Indians Before Columbus, Chicago, University of Chicago Press, 1947

New Caxton Encyclopedia, Fon-Foo, pages 2462-2463, Pictures Ancient Fishing to Modern Day Eskimo.

Encyclopedia Britannica, Food Supply of the World, pages 558-559 The Worlds Larder (with outline)

Encyclopedia international Food, pages 226-229, Phases of Food Gathering (outlines)

Encyclopedia Americana, Food, pages 506-etc.

Films:

The Amazon: People and Resources of Northern Brazil
Encyclopedia Britannica.

Population Ecology, Encyclopedia Britannica.

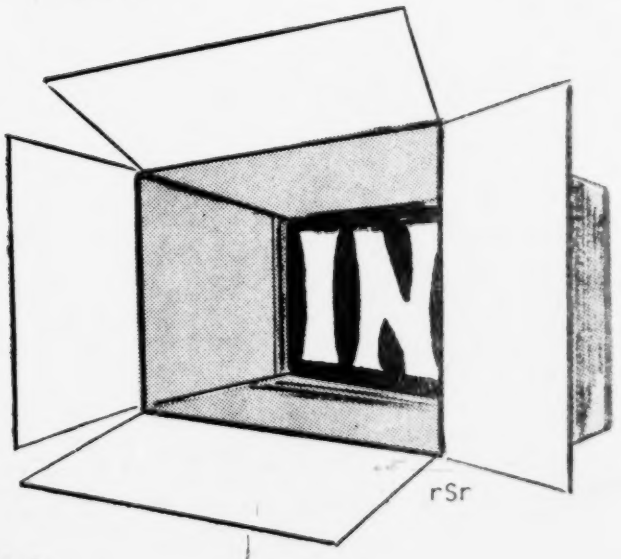
Indian Family of Long Ago, Encyclopedia Britannica.

South Pacific Island Children, Encyclopedia Briannica.

Cave Dwellers of the Old Stone Age, Encyclopedia Britannica.

teacher guide
to the
12-lesson television series
for
sixth grade anthropology unit:

LOOKING OUT IS IN



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LESSON 8

"SEEDS OF REVOLUTION"

LESSON CREDITS AND ACKNOWLEDGEMENTS

Actors:
Joe Seco
Denise Tabet
Sixth Grade Students, Van Hise Middle School, Madison

Chris Barsness

Cinematography: James Santulli
Video Editing: Ed Furstenburg
Producer/Writer: Bob Hostetter
Director: John James

C.E.S.A. 13 Teachers, Public and Private School (Formulated Teacher Guides)
Mrs. Jeanne Gartzke: Completed Revision of Teacher Guides
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Comparative Cultures Advisory Committee

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C.E.S.A. 13 Supervisory Personnel	Dr. Milton Bleeke - Director of Instruction - Ripon Mr. Milton Hurlbert - Principal - Belle Reynolds - Oakfield Mr. Ronald Milton - Principal - Rosendale Elementary - Rosendale Mr. Armin Paff - Director of Instruction - Waupun Mr. Dale Simonson - Audio Visual Coordinator - Fond du Lac
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Project Director: George Hightdudis
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LESSON 8

WHAT IS AN AGRARIAN CULTURE
or
"SEEDS OF REVOLUTION"

GOAL:

Illustrate through example the attributes of comparative agrarian culture.

OBJECTIVES:

After telecast and follow-up activities, students will be able to react to the following:

1. Identify attributes of all agrarian cultures.
2. Explain how an agrarian culture differs from a food gathering culture.
3. Identify the differences and similarities between the depicted cultures.
4. Why are these depicted cultures classified as agrarian even though some differences exist between them?

POSITION WITHIN THE WISCONSIN CONCEPTUAL FRAMEWORK

DISCIPLINE: HISTORY

I. Major Concept: Change

Change is inevitable, and the rate of change is uneven among and within societies.

Developmental Variant: The rate of cultural change varies from one country to another. The degree of social, political, and economic development will influence the rate of change.

III. Major Concept: Cause and Effect

Acts and events have both causes and consequences which are never simple and often complex.

Developmental Variant: All cultures do not agree on what constitutes progress.

Developmental Variant: Advances in civilization often begin with some new exploration or cultural interchange.

V. Major Concept: Values and Beliefs

Each civilization has certain significant values and beliefs that evolve out of the developing culture, and in turn, influence its growth and development.

Developmental Variant: None

DISCIPLINE: ANTHROPOLOGY SOCIOLOGY

III. Major Concept: Institutions

Within these groups man develops accepted ways and means of meeting his needs and coping with the problems of living in groups. These ways and means are called institutions.

Developmental Variant: Cultural differences among groups stem from their different backgrounds, experiences, and environments and may represent different stages of development.

IV. Major Concept: Cultural Universals

A society's whole system of institutions, including the artifacts it produces, constitutes its culture. All cultures have some common characteristics called cultural universals.

Developmental Variant: As people met their basic needs, they had more time for self-expression through the arts, such as literature, drama, the dance, music, painting, sculpture, and architecture.

VI. Major Concept: Cultural Change

This cultural change is a continuous and accelerating process, effected through invention and borrowing. Change in one facet of a culture brings about a change throughout that culture.

Developmental Variant: Conflict among groups tends to be reduced when they understand and appreciate each other's culture.

DISCEPLINE: POLITICAL SCIENCE

I. Major Concept: Power

Every society creates laws. Penalties and sanctions are provided for violations of law.

Developmental Variant: All cultures have systems of laws to promote order, and as the society becomes more complex it requires and develops more laws.

V. Major Concept: Institutions

There is a division of responsibility and an interdependence at all levels of government: local, state and national. All nations of the world are becoming more interdependent.

Developmental Variant: As cultures become more complex and technology more advanced, there is some need for larger and larger governmental units.

DISCIPLINE: ECONOMICS

II. Major Concept: Specialization

Man constantly tries to narrow the gap between limited resources and unlimited wants. Geographical, occupational, and technological specialization (division of labor) are the results of his desire to produce more, better, and faster.

Developmental Variant: While the relatively primitive practice of a person spending full time producing a single kind of product appears to be a simple label of specialization, it has provided a most effective means of rising above a meager subsistence.

IV. Major Concept: Economic Decisions

All of mankind is faced with four economic decisions: 1) What and how much to produce? 2) How much and in what way land (natural resources), labor and management and capital (tools) are to be used for production? 3) Are the goods and services to be used for further production or immediate consumption? 4) Who shall receive the products and in what proportion? (distribution)

Developmental Variant: Culture groups which are forced to spend a disproportionate amount of their time gathering or producing food for survival are thus prevented from assigning adequate effort and resources to the production of capital goods.

TELECAST OVERVIEW

A roving reporter "interviews" shoppers and asks the question: "What was the main event that changed the history of mankind?" Answers range from the wheel and the Industrial Revolution, the printing press, medical advances, better communication and more leisure time, to landing on the moon.

A more heated debate on much the same question takes place between Chris and Tribesmen of the Hunting and Gathering Societies at their convention. Chris is accused of Cultivation and planned harvesting and the domestication of animals for his personal use. He has to defend and explain such things as permanent settlements, controlled food supply, leisure time for creativity, specialization skills, expanding population and private ownership which could result from such revolutionary changes.

Chris wins the support of the convention and appears in a later interview explaining the changes in the course of human history and brought about by the Agricultural Revolution.

PRE-TEST

CONCEPTS FOR PICTURES:

1. SHELTER: The reply should indicate to you the child has some idea of more permanent dwellings as a part of the agrarian culture.

2. SURPLUS: This cartoon comment should elicite a response showing the child realizes the fact that a surplus to hold the farmer over from harvest to harvest is vital.

3. LEISURE TIME: This comment should indicate the child realizes the hunter is dominated by his constant need to search for food, thereby leaving little or no time to think about ways of improving his lot.

4. SPECIALIZATION: The comment should show the child sees living together in a more stable group enables people to see others talents and begin to utilize them.

5. EXCHANGE OF PRODUCTS: This should show the child realizes with specialization comes the opportunity to exchange products.

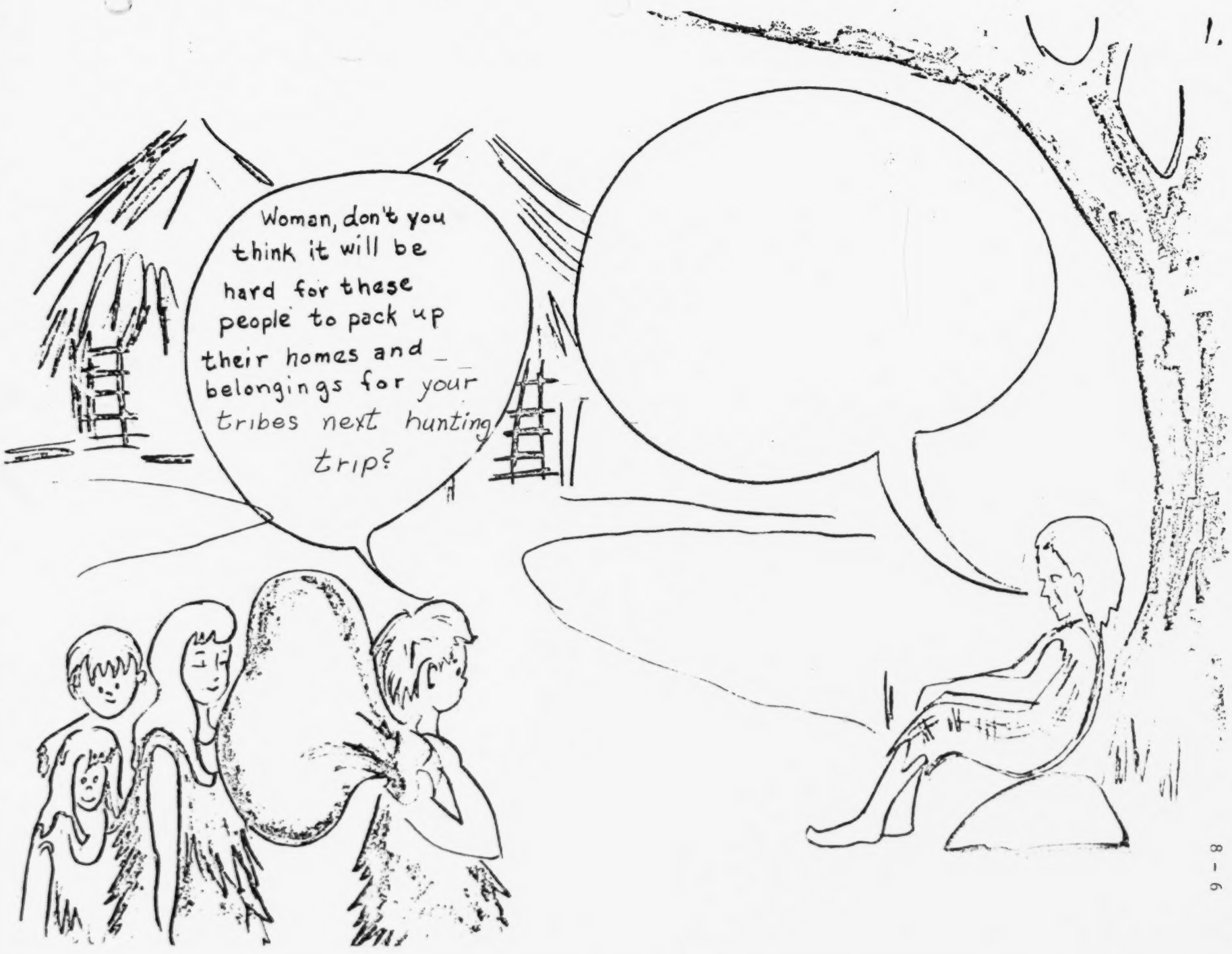
6. PROTECTION OF PROPERTY: This concept shows that ownership precludes the necessity for the protection of property.

7. INVENTION: This shows that leisure time has stimulated the inventive and creative process.

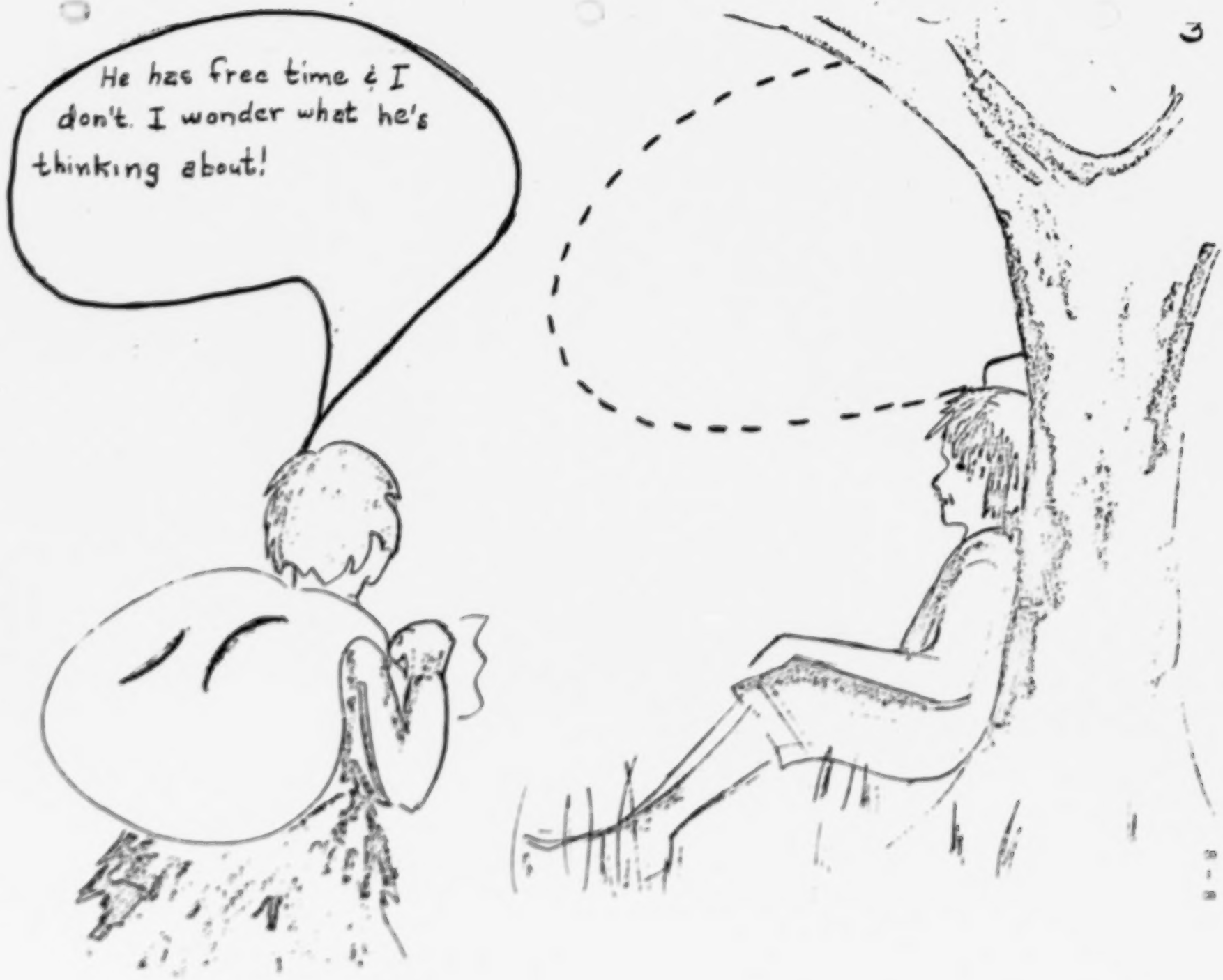
8. NEED FOR LAW & GOVERNMENT: This should show the need for man to control his social environment.

9. EDUCATION: The reply to this cartoon should show the student understands the idea that one generation needs to pass on its knowledge and skills and that culture is transmitted through the family.

10. CHOICE: In this the student should be able to discern the advantages of the agrarian culture over that of the food gatherers.

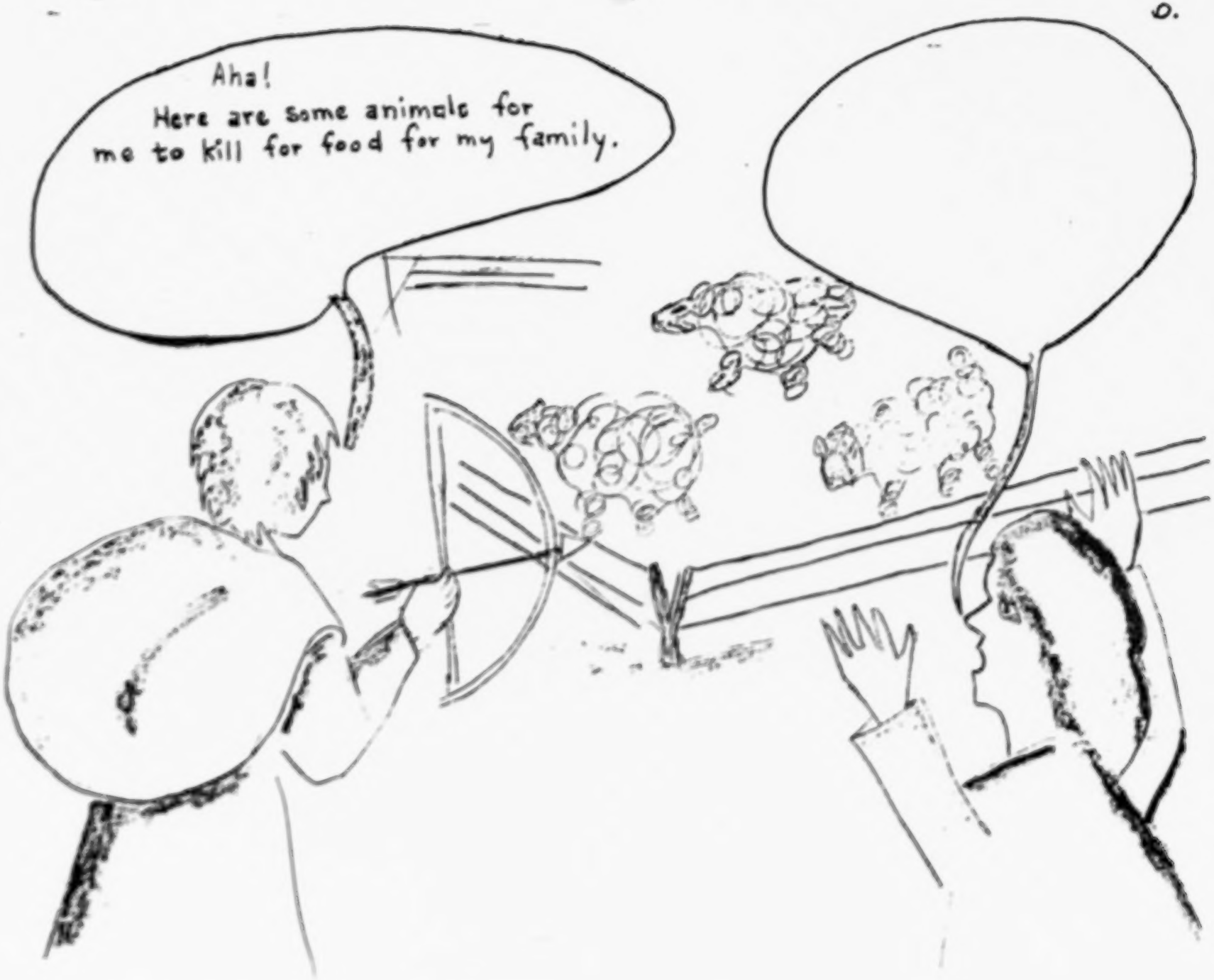

1.
Woman, don't you think it will be hard for these people to pack up their homes and belongings for your tribes next hunting trip?

What will happen to you people between the time you cut this crop and the next crop is ready?
When do you have time to hunt for your meat?


He has free time & I don't. I wonder what he's thinking about!

I've seen you working here three days now. How do you get food for your family? I've not seen you with a bow in your hand at all.

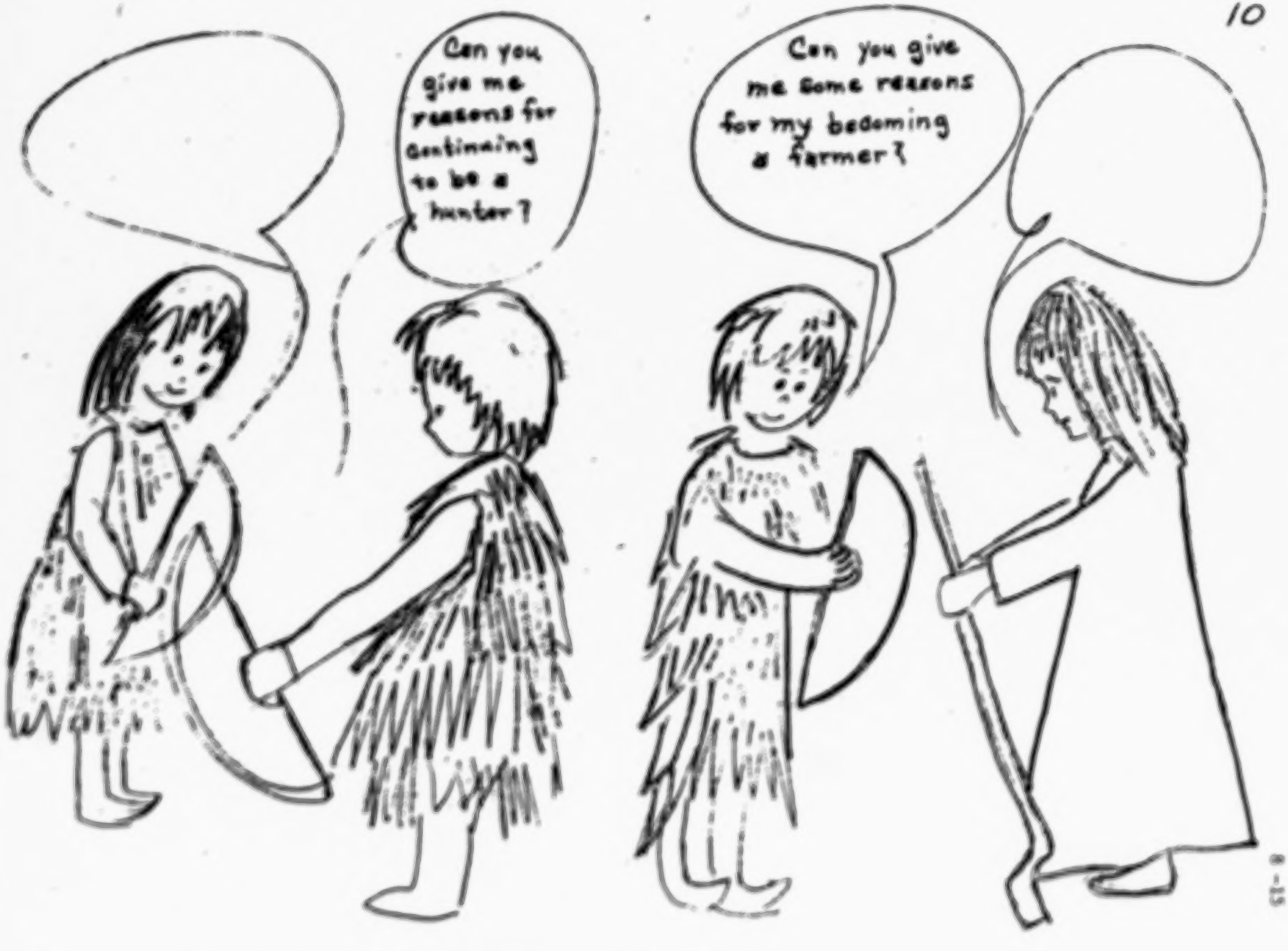
What's happening here?


Aha!
Here are some animals for me to kill for food for my family.

Why aren't you just using a simple stick for plowing?
Are you grinding more grain this way than I could with a simple stone on a rock?
Why aren't you just modeling a pot by hand?

He took my sheep!
He took my hoe!
What shall we do with him?
He took some grain from me.

Father, why are you having me watch your work every day?


Can you give me reasons for continuing to be a hunter?
Can you give me some reasons for my becoming a farmer?

VOCABULARY

Agri	furrow	agrarian
cultivation	seedling	tend
digging stick	domesticated	surplus
enrich	casting	leasure
decay	trenches	irrigation
rice patty	clogging	transportation
permanent settlement	mechinization	specialization

PRE-PROGRAM EXERCISE

1. What do you think was the main event that changed the history of mankind?

2. Has the change to agriculture improved our lot in life?

BACKGROUND INFORMATION

The agricultural revolution brought about great changes in the life of early man.

By the end of the stone ages, man had made tremendous strides toward civilization.

By 7800 B.C. man learned to plant seeds, to cultivate land and to harvest crops.

Cultivation of crops and the storage of a surplus led to stable village life.

Early man's diet improved after the agricultural revolution.

Since the cultivated land could support a larger population, there was an increase in population.

From his crops, early man obtained, among other things, food, roofing, material, fertilizer, oil, and fibers.

The domestication of sheep, goats, oxen, and pigs also helped early man.

The discovery of farming permitted early man to change his former nomadic hunter's life.

The following method and the use of animal-drawn plows increased man's agricultural ability.

The development of weaving was also a product of the agricultural revolution.

The development of language enabled man to progress more rapidly.

Prehistoric religion was also related to his continual quest for food.

Another result of the agricultural revolution was the division of labor in Neolithic villages.

The agricultural revolution also increased man's toolmaking ability.

Man developed a sense of time, of math and of organization as a result of his more stable life.

The invention of writing greatly increased man's progress.

From improvements in transportation, early man increased his food supply and began to trade. From trading, he came into contact with new ideas and knowledge.

The development of mining led to better tools and weapons.

From his earliest history, man's life consisted of a struggle to survive in nature. By 3000 B.C. through the use of his intelligence and his hands, man slowly emerged as the conqueror of his environment.

PROGRAM SEQUENCES

ROVING

REPORTER (BOY AT SHOPPING CENTER)

CONVENTION (FOOD GATHERERS AND HUNTERS)

PEOPLE IN THE NEWS INTERVIEW
(EB EXCERPTS)

CHRIS IN GARDEN

FOLLOW-UP ACTIVITIES

1. Students can investigate the earliest known animals to be domesticated, how domestication might have been accomplished and what the animals were used for.

2. Students might plant seeds near the school using primitive tools (digging sticks). Do not water the seeds - check growth periodically. Let them report to the class on the ease or difficulty early man must have had in planting and growing food this way.

3. Have the students write poems depicting attitudes of the hunter and the farmers or actual physical conditions.

4. Have the children discuss how they would solve such problems as cutting corn, shearing sheep, building houses, and plowing the land.

5. Locate the following places on a map that has latitude and longitude lines--Nile River, Mayan culture, Yellow River, Incas, American Indians of the Southwest. Relate what was grown then and what is grown there today. Note expecially where the same crops are grown.

6. Research the development of special crops.

EVALUATION

POST TEST

Choose from the following list the advances that specifically began as the the result of the agrarian culture.

___ assembly line production

___ leisure time developed

___ the union shop

___ permanent village settlements

___ herds tended

___ family chores-dividing the work

___ inventions to make the job easier

___ surplus to carry village from one harvest to the next

___ exchange of their products for someone else's

___ division between labor and management

___ transferring culture through family

___ development of the idea of ownership and protection of property

___ introduction of income tax

___ development of calendars

___ pollution control

___ specialization resulting in the interdependence among people

___ mechanization

___ climate

___ machine tooling

___ written language

___ automation

___ Christianity

___ interplanetary travel

___ television

___ ball point pens

RESOURCES

Books:

Mead, Margaret, People and Places, The World Publishing Co.

Kiner, Grace, How theWorld Grew Up, Thomas S. Rosckwell Co.

Kroeber, A. L., Anthropology: Culture Patterns and Processes

Burland, Cottie, Men Without Machines, The Natural HIstory Press, Garden City, New York.

Agriculture: Man and the Land, Allyn and Bacon, Inc. Boston 1971

Weigard, Leonard, The First Farmers, Coward-McCann, New York

Baldwin, Gordon, Stone Age People of Today, Norton & Co., 1964

Films:

Prehistoric Man in Northern Europe, Encyclopedia Britannica.

Indians of Early America, Encyclopedia Britannica.

Mexico: Land and People, Encyclopedia Britannica.

Thailand: Land of Rice, Encyclopedia Britannica.

Pakistan, Encyclopedia Britannica.

The Nile Valley and its People, Encyclopedia Britannica.

Nile the Creator, United Arab Republic Tourist Office.

China-The Old and The New, NcGraw Hill.

Machines that Help the Farm, Film Associates of California.

From Seed to Grain, McGraw Hill

Man and His Tools, McGraw Hill

Filmloops:

"Ancient Nile Civilization", ICP

"Rice Farming in Japan", ICP

"Irrigation Farming", ICP

Transparencies:

"Man Learns to Control His Environment", 3M Brand

"Primitive Man, Part III", 3M Brand, Catalog No, 324

"Primitive Man, Part IV", 3M Brand, Catalog No. 325

Chart:

"Early Man" Pictorial Charts Education Trust
Social Studies School Service
10000 Culver Boulevard
Culver City, California 90230

Filmstrips:

"Birthplace of Civilization" EBF

"Evolution of Farming" - series of 4 filmstrips-history of agriculture
Progress with Plow and Harrow
Planting and Cultivating Bailey Films
Evolution of Harvesting
Machines for a Land of Plenty

"The Story of Food" Curriculum Materials Corporation

"Machines on the Farm" Eye Gate House

"The Rise of Settled Village Life" EBF

"How Farming Has Changed" PSP

"History of U.S. Farming" PSP

"South American People and Problems" Encore Visual Educ. Inc.
Subsistence Farming
Brazilian Agriculture
Agriculture Plata River Cultures

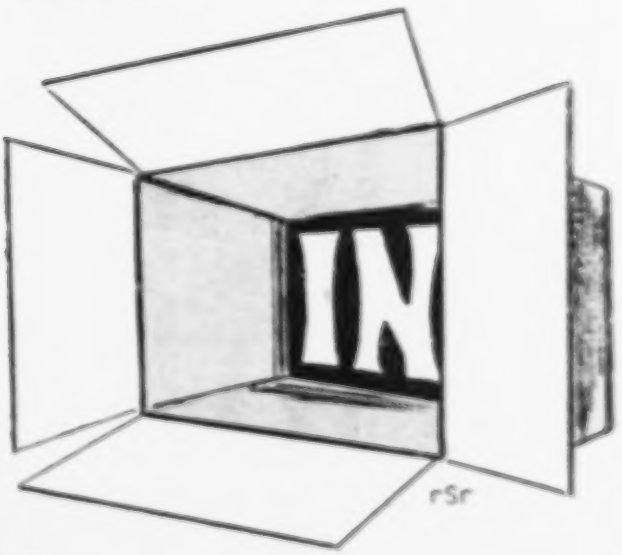
Publication and Materials:

U. S. Committee for UNICEF, 331 East 38 Street, New York, New York, 10016.

Elementary Teacher Kit - Fishing and Farming in Africa, #5401, $1.00.

teacher guide
to the
12-lesson television series
for
sixth grade anthropology unit:

LOOKING OUT is IN



developed by:
Title III ESEA
Comparative Cultures Project
CESA 13..Waupun, Wisconsin
in cooperation with:
WHA-TV, Madison
and the
Department of Public Instruction

GENERAL INTRODUCTION

There is a great deal of emphasis in educational circles these days placed on behavioral and performance objectives and in many cases, these serve a very beneficial purpose. However, they are not used in the strictly defined sense in any of our lessons since we desire a very "open" type of structure and felt restrictive types of objectives would defeat the very purpose of this series.

This distinction is being made now to explain the departure for some teachers who may feel our objectives are not valid and therefore create a mind-set against the series before they become familiar with it.

Before teachers utilize this series in the classroom, certain factors should be understood. These are enumerated as follows in no particular sequence pertaining to importance:

1. The television lesson is merely another "tool" to supplement the teacher's effectiveness and in no way was intended to provide the complete learning experience in and of itself.

2. The written materials enclosed within this teacher guide were designed by 6th grade teachers to accompany the television lesson, also partially designed by 6th grade teachers, but could be utilized to a degree without the video experience.

3. The television lesson and written materials were designed to be utilized with the inquiry method of teaching. (Brief explanation follows in this section.)

4. The television lessons were designed to provide a stimulating, motivating and enjoyable experience with the expectation that students will be inclined to probe and inquire further into the lesson content allowing for the teacher to exploit this induced inquiry toward related learning experiences.

5. In the development of this series, it was hoped that the emphasis would be "away" from "right-wrong" responses since we all perceive things from different perspectives. Rather, if it is agreed that "true" learning takes place by formulating and testing opinions based on certain experiences, the function of those of us in education should be to provide those experiences.

6. The series, including teacher guide materials, was designed to be implemented into the Wisconsin Conceptual Framework for the Social Studies.

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LESSON 9

"JUST A TICK OR TWO AGO"

LESSON CREDITS AND ACKNOWLEDGEMENTS

Wisconsin State Historical Society
Milwaukee Museum
Arrangements: Shirley Marine
Anthropologist: John Erickson
Leslie Chambers
Sixth Grade Students, Van Hise Middle School, Madison
Chris Barsness

Cinematography: James Santulli
Video Editing: Ed Furstenberg
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LESSON 9

WHAT CAUSED AGRARIAN CULTURES?
OR
"JUST A TICK OR TWO AGO"

GOAL:

Illustrate how agrarian cultures evolved and reasons for their development.

OBJECTIVES:

After telecast and follow-up activities, students will be better able to react to the following:

1. Explain how agrarian cultures developed.
2. List reasons for the development of agrarian cultures.
3. Compare behavioral similarities of agrarian cultures with those of food gathering cultures.

POSITION WITHIN THE WISCONSIN CONCEPTUAL FRAMEWORK

DISCIPLINE: HISTORY

I. Major Concept: Change

Change is inevitable, and the rate of change is uneven among and within societies.

Developmental Variant: The rate of cultural change varies from one country to another. The degree of social, political, and economic development will influence the rate of change.

III. Major Concept: Cause and Effect

Acts and events have both causes and consequences which are never simple and often complex.

Developmental Variant: All cultures do not agree on what constitutes progress.

V. Major Concept: Values and Beliefs

Each civilization has certain significant values and beliefs that evolve out of the developing culture, and in turn, influence its growth and development.

Developmental Variant: Any written account of an event always involves a decision on what to tell and what to leave out.

DISCIPLINE: ANTHROPOLOGY SOCIOLOGY

II. Major Concept: Social Being

Man has unique, common needs which are met within a social setting through membership in primary and secondary groups.

Developmental Variant: Many important group attitudes and biases are developed within the family.

III. Major Concept: Institutions

Within these groups man develops accepted ways and means of meeting his needs and coping with the problems of living in groups. These ways and means are called institutions.

Developmental Variant: Cultural differences among groups stem from their different backgrounds, experiences, and environments and may represent different stages of development.

IV. Major Concept: Cultural Change

This cultural change is a continuous and accelerating process, effected through invention and borrowing. Change in one facet of a culture brings about a change throughout that culture.

Developmental Variant: Conflict among groups tends to be reduced when they understand and appreciate each other's culture.

DISCIPLINE: POLITICAL SCIENCE

I. Major Concept: Power

Every society creates laws. Penalties and sanctions are provided for violations of law.

Developmental Variant: All cultures have systems of laws to promote order, and as the society becomes more complex it requires and develops more laws.

IV. Major Concept: Citizenship - Leadership

Citizenship involves varying degrees of obligations and privileges depending upon the form of government. An active, educated citizenry is essential to a democracy.

Developmental Variant: As cultures become more complex, men become more interdependent. Consequently, the need for men to cooperate and assume responsibility increases.

DISCIPLINE: ECONOMICS

II. Major Concept: Specialization

Man constantly tries to narrow the gap between limited resources and unlimited wants. Geographical, occupational, and technological specialization (division of labor) are the results of his desire to produce more, better, and faster.

Developmental Variant: While the relatively primitive practice of a person spending full time producing a single kind of product appears to be a simple level of specialization, it has provided a most effective means of rising above a meager subsistence.

V. Major Concept: Business Cycles

Public policy, derived from a people's value system, modifies the operation of the market to promote economic growth, stability, and security while attempting to minimize restrictions and injustices.

Developmental Variant: Those unwritten folkways and mores of a primitive society which established distinctions between communal and private property appear to have grown out of a desire to achieve economic growth and justice.

DISCIPLINE: GEOGRAPHY

I. Major Concept: Spatial Relationship

Spatial relationship exists between any place on earth and all other places. A relationship between two or more locations involves direction, distance and time.

Developmental Variant: The cultures to be studied have a location on the earth and are related to other culture areas in terms of extent, distance, direction and time. The usability of an area is affected by its location with respect to the earth, and to people and things on earth.

TELECAST OVERVIEW

Chris points out the changes that take place as a result of the Agricultural Revolution. The rise of village life and the ways of people adapting to it are shown in film clips of people of Burma, South Africa and the Berbers. Families are the most important producing and consuming units here. The use of early tools and the domestication of animals led to a more dependable supply of food, a population explosion and a more stable way of life.

Chris's friends help him show how the coming together of people changes man's age-old goals from that of mere survival to desires to own property, to accumulate wealth, to gain economic and political power, to have religious power and to gain over-all prestige. Man's image of man changed and necessitated institutions and systems for ownership, protection and government with resulting changes in man's values and beliefs. Man began to take "pride in work".

A trip to the Milwaukee Museum to view primitive tools and talk with the Anthropologist there and a map exercise showing methods used in world-wide agriculture concludes this lesson, conducted informally by Chris and his schoolmates.

PRE-PROGRAM ACTIVITIES

VOCABULARY

Agrarian	Post	Settlement
Domestication	Plow	Autonomous
Agriculture	Stable	Unique
Revolution	Tool	Semi
Farming	Conservation	Nomadic
Regions	Technology	Berbers
Artifact	Geographical	Goals

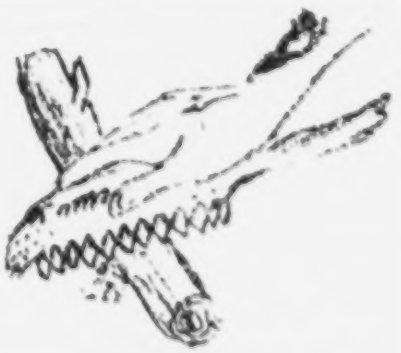
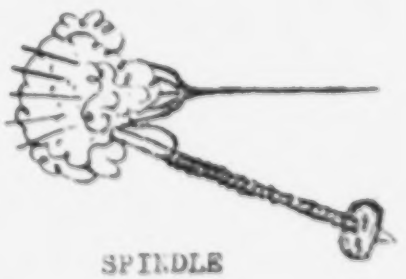
Pre-program Activities

Open ended questions to preceed telecast.

1. How do you think man discovered the idea of growing crops instead of gathering food?
2. How was food gathering distinctly different from agriculture?
3. Do you think the food gatherers were unhappy with their way of life?
4. How can we compare one way of life with another?
5. What problems and challenges were encountered when they changed from a food gathering to an agrarian complex?
6. Why did man change from a food gatherer to a farmer?
7. What kind of climate could bring about the change from food gathering to agriculture?
8. Why is it likely that agriculture began in a place with warm climate?

PRE-TEST

Which of the following were used before, during, or after the agricultural revolution? (Be sure you can defend your answers).

BEFORE	DURING	AFTER
SICKLE	 JAWBONE FOR CUTTING	BOW AND ARROW
	 SPINDLE	

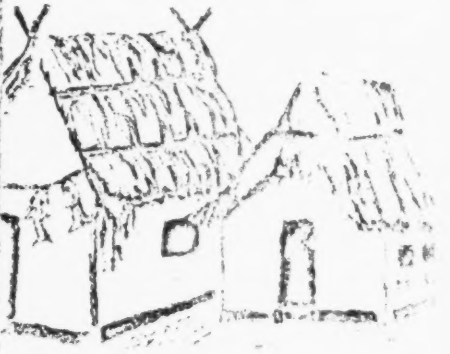
PRINCIPLE OF FIRES

HAND WOOD AGAINST SOFT WOOD (USING A BOW)

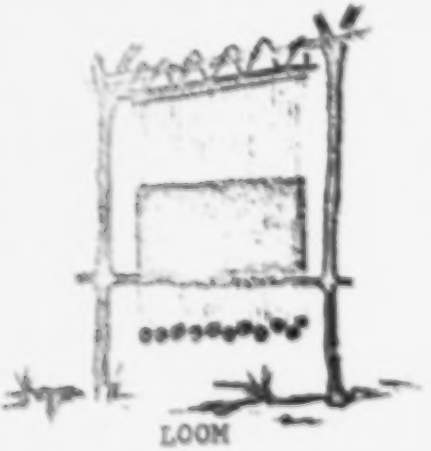
FLINT AND HARD ROCK

GRASS HUT VILLAGE

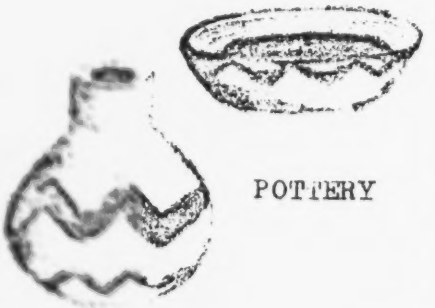
TRENCH HOUSE



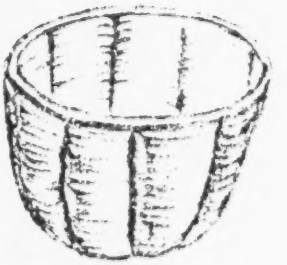
MUD AND GRASS STRUCTURES



LOOM



POTTERY

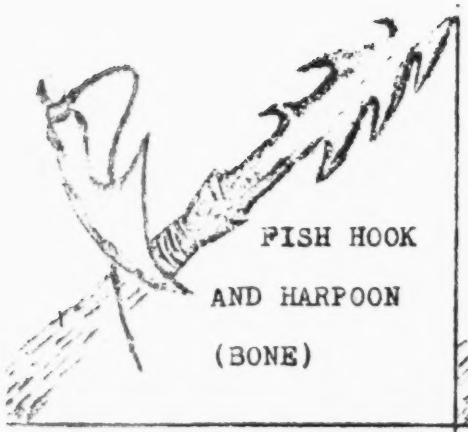


WOVEN BASKET

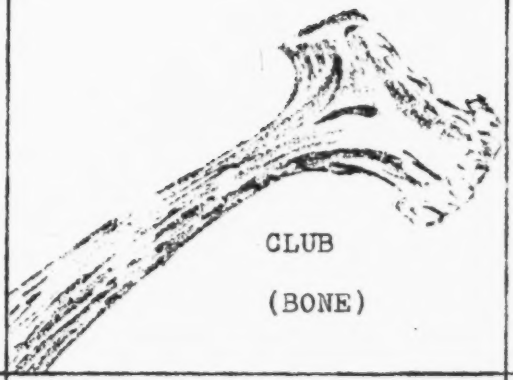
BEADS FOR TRADE

DOMESTICATED DOG

RELATIONSHIP BETWEEN SEEDS AND PLANTS



FISH HOOK AND HARPOON (BONE)



CLUB (BONE)

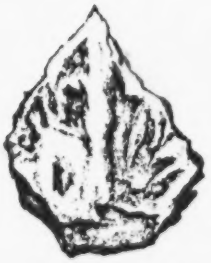
CHISEL-AXE

NEEDLE (BONE)

PICK

PIERCER OR AWL

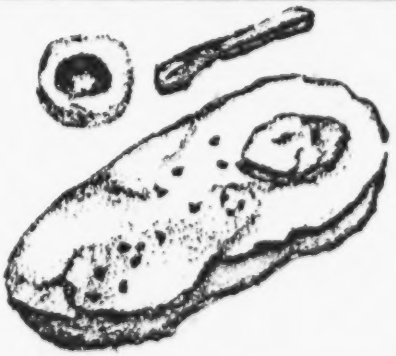
HAND PLOW



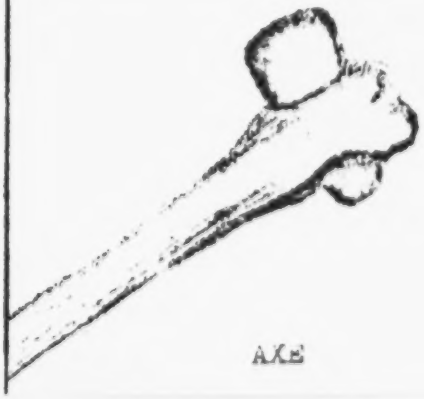
SPEARHEAD OR PROJECTILE POINT

FIST-AXE OR CORE-BIFACE

HAND PLOW



MORTARS AND PESTLES



AXE

BACKGROUND INFORMATION

1. Cultures are both dynamic, changing continuously through diffusion and innovation in response to needs, problems, and opportunities and conservative, maintaining continuity with cultural heritage.
2. After man discovered how to make fire, he was able to cook, stay somewhat warm and have artificial light.
3. The discovery of rules for conserving the soil: fallow years and irrigation, and later crop rotation and the use of fertilizers, led man to more permanent settlements.
4. At some time probably 8,500 to 9,500 years ago man discovered the relationship between seeds and plants.
5. Some geographical features are obstacles which must be overcome by man; others are assets. (forests, river valleys, receding glaciers causing climatic changes)
6. Technology precedes social change. (Man must have tools before he can make a change.)
7. Man shapes his tools and is shaped by them.
8. Agriculture is distinct from food gathering of any kind in one great way; agriculture is the deliberate raising of plants or animals for food. Food gathering depends on chance.
9. The practice of farming drastically changed men's lives and for that reason is called the agricultural revolution.
10. Farming helped man to settle in one place, improve his tools, tame animals, formulate rules and laws, and trade his surplus food for goods.

PROGRAM SEQUENCES

CHRIS WITH BLOCKS

FILM INSERT (FAMILY & VILLAGE LIFE)

CHRIS WITH TOOL

FILM INSERT (MILWAUKEE MUSEUM, LESLIE & JOHN)

CHRIS - TRANSITION TO MAP

MAP - EARLY AGRICULTURE

CHRIS - TRANSITION TO FREE TIME

FILM: LEISURE TIME (POTTERY, SANDALS, WOOD CARVING (LOCK) ETC.)

CHRIS - TRANSITION TO GOALS

GOALS (CARTOON)

GOALS (KIDS)

DOMESTICATED ANIMALS

POST PROGRAM ACTIVITIES

1. What does civilization mean to you? Could civilization exist without agriculture?
2. What does the agriculture revolution mean to you?
3. To be considered a revolution, a change must cause other important changes. What important changes came about from the agricultural revolution?

   Some of the important changes students should note in answering:
   1. Stay in one place.
   2. Build better homes.
   3. Plan for the future.
   4. Study their environment (especially climate).more carefully.
   5. Want to own property.
   6. Tame animals.
   7. Live close together in villages.
   8. Formulate rules of laws.
   9. Increase trading.
   10. Measure time for proper planting during the year.
4. Which way of life was better, food gathering or agriculture?
5. How did the tools that man shaped, shape man?
6. What are some of the primitive agrarian cultures of today? Why haven't they changed?
7. Map work--identify areas and record location of early civilization on a world map.
8. Divide the class into groups for committee work to research farming in the early civilizations. Examples of early civilizations that could be used: Nile, Indus, Tigris and Euphrates, and Hwang Ho.
9. Write a paragraph describing the difference between men dependent upon gathering to obtain food and men providing food needs through farming.
10. Select and illustrate contributions of early man, naming each and being prepared to offer an explanation.
11. Montage--to illustrate "Early Man's Progress". Begin by having the class suggest ideas to develop in the montage. These might include family and tribal custom, tools used, types of shelter, religions and magical practices, and inventions developed.
12. Game--Who Knows?
    Children will develop questions throughout the unit to be used as a quiz game.
    <u>Rules for the game:</u>
    1. Divide the class into two teams with six active players on each team.
    2. Teacher will ask questions worth ten points each.
    3. Members of the team should raise their hand if they know answers and the captain responds by ringing a bell or blowing a whistle thus winning the right to answer the question.
    4. If response is wrong, the team loses ten points and the other team gets a free chance to answer the question.
    5. The team with the highest score wins.
13. Have each student in the class make a poster or report explaining some aspect of farming or herding. Suggested list to choose from:
    1. What Plants Need to Grow.
    2. Tools Men Need for Farming.
    3. How grains Are Used.

13. Have each student in the class make a poster or report explaining some aspect of farming or herding. Suggested list to choose from:
    1. What Plants Need to Grow.
    2. Tools Men Need for Farming.
    3. How Grains Are Used.
    4. Farming Changes Man's Life.
    5. Animals Begin Serving Man.
14. Make early tools from a bar of soap or a potato or shaped from clay. For each tool made, write a summary of how the real tool was made and how it was used.
15. Discuss with your class the importance of the following inventions: bronze sickle, domestication of animals, weaving, wheels, plows, etc. Write each on the chalkboard and ask how it changed men's lives. (Try to bring out the point that the artifacts man uses and enjoys today were made possible only because of development that came at an early time.)
16. For class report, some students might do research on the earliest known animals to be domesticated, how domestication might have been accomplished, and what the domesticated animals were used for.
17. Make a bulletin board and compare--

    Food Gatherers First Farmers Farming Today

18. If you were the head of a bushman family which of the items in the pre-test would you use to get food? (Caveman? Agrarian?)
19. If you were the wife of a cave dweller, what items in the pre-test would you use to make clothing? (Agrarian? Bushman?)

EVALUATION

Below are sentences describing the living conditions of early man "before" the agricultural revolution and "after". Read these sentences and then decide which of them describe the two pictures at the bottom of the page. Place the numbers of the sentences that show how man lived before or after the revolution under the proper picture.

1. People lived in huts of branches and grass which could be built quickly and easily.
2. Men raised cattle, sheep, and other animals for food.
3. Travel to a new location occurred whenever the food supply became scarce.
4. Many families settled down in villages.
5. Women spun wool into thread for weaving warm blankets and clothes.
6. Wheat was grown and used in making flour and bread.
7. Men, women, and children joined in the search for food.
8. Men traveled from one village to another, trading pottery, jewelry, and cloth.
9. Men sought shelter from the cold winter in caves.
10. Animal skins were used for clothing and blankets.
11. It was necessary to move to a new location only when the soil was no longer good.
12. Men built homes of dried mud.
13. Men hunted by chasing a wild herd of animals with torches and spears.
14. Some villagers were farmers, while others wove cloth, made pottery, or traded goods.
15. Men began to use tools like the sickle for harvesting wheat.
16. Men obtained their only source of meat by hunting wild animals.

1, 3, 7, 9, 10, 13, 16

2, 4, 5, 6, 8, 11, 12, 14, 15

RESOURCES

TEACHER RESOURCES:

Books:

Sauer, Carl O., Agricultural Origins and Dispersals, New York, The American Geographical Society, 1952. Original locations and distribution of various agricultural products (grains, herd animals). Pull-out map.

Life, Editors of, The Epic of Man. New York: Time-Life Publications, Inc., 1961, The Human Adventure (Introduction). Large book, beautifully illustrated with colored photographs. Divided into 3 sections; "The Emergence of Man", "The Coming of Civilization", "Living Societies of the Past". Excellent enrichment material. (There is a "Special Edition for Young Readers". New York: Golden Press, 1962)

STUDENT RESOURCES:

Books:

Meadowcraft, Enid, The Gift of the Nile, Crowell, N.Y.

Wiesgard, Leonard, The First Farmers, Coward-McCann, 1966.

Cottrill, Leonard, Land of the Two Rivers, World Publishing Co., N.Y., 1962.

Barnett, Lincoln, and Editors of Life, The Epic Of Man, New York: Golden Press, 1962. (Man's earliest days and ancient civilizations.)

Allyn and Bacon, Agriculture: Man and the Land.

Chinery, Michael, Agriculture, Ginn, Boston, 1966. (Breeding and growing: foundations of genetics, anthropology, and agriculture.)

Clymer, Eleanor, Agriculture-History, (The second greatest invention; search for the first farmers. Describes how the archaeologists' quest for man's agricultural beginnings led to discoveries dating from 7000 B.C. which helped reconstruct the birth of farming and its spread westward.)

STUDENT-TEACHER RESOURCES:

Filmstrips:

Mesopotamia, Cradle of Civilization

The River Cultures--Egypt, SVE, Chicago.

Farming in India, Jan Handy

Farming the World Over	PSP (Popular Science Co.)
How Farming has Changed	McGraw-Hill Text Films
History of U. S. Farming	330 W. 42 Street, New York, New York, 10036

RESOURCES (contd)

Filmstrips: (Contd.)

The Rise of Settled Village Life, EBF (Encyclopedia Britannica Films)* Shows change from hunting to farming, domestication of animals, rise of small villages and their government, development of surplus and specialization, and influences of priests.

Epic of Man, Series of 15 filmstrips, LF or Life Filmstrips, Time and Life Bldg., Rockefeller Center, New York, New York, 10020. Includes filmstrips on early man and discovery of agriculture.

"Man and His Tools", MGH (Mc Graw-Hill Book Co. Text Film Division)
330 W. 42 Street
New York, New York, 10036
Animated drawings are used to show man's inventions and how they made industrial achievement and mass availability of goods possible.

* Address: 425 North Michigan Ave., Chicago, Illinois 60611

Films:

Republic of South Africa: Its Land and Its People

Burma: People of the River

A Backward Civilization

Encyclopedia Britannica Films

Transparencies:

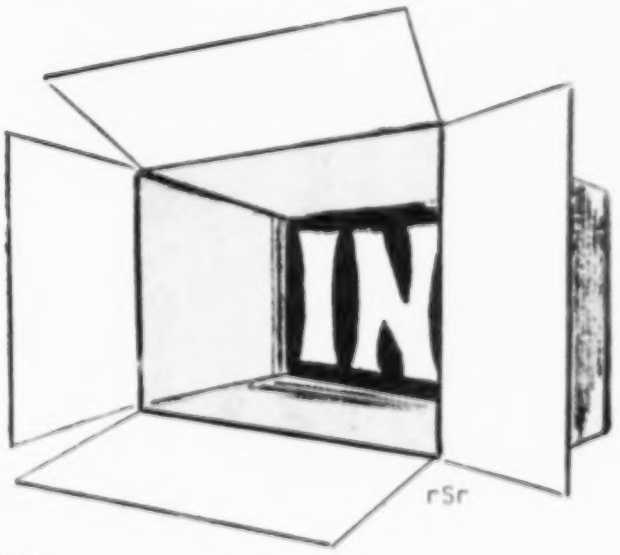
Man Learns to Control His Environment, TMC, (Shows man's basic needs and how the needs are satisfied under various environmental and cultural conditions.)

Charts:

Early Man, PCH, (Shows the development of tools, shelters, and food production from the earliest times to 6000 B.C., against a time strip of geological and archaeological periods, climatic changes, etc.)

teacher guide
to the
12-lesson television series
for
sixth grade anthropology unit:

LOOKING OUT IS



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Title III ESEA
Comparative Cultures Project
CESA 13..Waupun, Wisconsin
in cooperation with:
WHA-TV, Madison
and the
Department of Public Instruction

GENERAL INTRODUCTION

There is a great deal of emphasis in educational circles these days placed on behavioral and performance objectives and in many cases, these serve a very beneficial purpose. However, they are not used in the strictly defined sense in any of our lessons since we desire a very "open" type of structure and felt restrictive types of objectives would defeat the very purpose of this series.

This distinction is being made now to explain the departure for some teachers who may feel our objectives are not valid and therefore create a mind-set against the series before they become familiar with it.

Before teachers utilize this series in the classroom, certain factors should be understood. These are enumerated as follows in no particular sequence pertaining to importance:

1. The television lesson is merely another "tool" to supplement the teacher's effectiveness and in no way was intended to provide the complete learning experience in and of itself.

2. The written materials enclosed within this teacher guide were designed by 6th grade teachers to accompany the television lesson, also partially designed by 6th grade teachers, but could be utilized to a degree without the video experience.

3. The television lesson and written materials were designed to be utilized with the inquiry method of teaching. (Brief explanation follows in this section.)

4. The television lessons were designed to provide a stimulating, motivating and enjoyable experience with the expectation that students will be inclined to probe and inquire further into the lesson content allowing for the teacher to exploit this induced inquiry toward related learning experiences.

5. In the development of this series, it was hoped that the emphasis would be "away" from "right-wrong" responses since we all perceive things from different perspectives. Rather, if it is agreed that "true" learning takes place by formulating and testing opinions based on certain experiences, the function of those of us in education should be to provide those experiences.

6. The series, including teacher guide materials, was designed to be implemented into the Wisconsin Conceptual Framework for the Social Studies.

All of the material included here is not "essential" nor "normally" found in other teacher guides to television lessons. However, the teachers who formulated the materials and ideas felt that everything possible that may be of assistance to the classroom teacher should be included realizing that each teacher will utilize only what is desirable in a particular situation. Also, other teachers may desire to supplement further with student or teacher created materials and ideas which are very much encouraged. In fact, it is hoped that much more creative thought will emerge from the applied stimulus than could be even alluded to in this teachers guide.

INQUIRY METHOD

A thorough understanding of the Inquiry Method of learning and teaching cannot take place in this brief treatment of that topic but some understanding is essential for creative teachers to grasp the general concepts and intentions. It is highly recommended that all teachers read, prior to the series, " Teaching As A Subversive Activity " by Neil Postman and Charles Weingartner, Delacorte Press, New York, New York, which is not only enjoyable and informative but is devoted primarily to the Inquiry Method from which most of the following information is derived.

1. An inquiry teacher rarely tells students what he thinks they ought to know. He believes that telling, when used as a basic teaching strategy, deprives students of the excitement of doing their own finding and of the opportunity for increasing their power as learners.

2. Generally, an inquiry teacher does not accept a single statement as an answer to a question. He avoids intimations of the Right Answer because he knows how often the Right Answer serves only to terminate further thought.

3. An inquiry teacher's basic mode of discourse with students is questioning. He sees questions as instruments to open engaged minds to unsuspected possibilities.

4. An inquiry teacher encourages student-student interaction as opposed to student-teacher interaction. And generally he avoids acting as a mediator or judge of the quality of ideas expressed. The inquiry teacher is interested in students' developing their own criteria or standards for judging the quality, precision, and relevance of ideas. He permits such development to occur by minimizing his role as arbiter of what is acceptable and what is not.

5. An inquiry teacher rarely summarizes the positions taken by students on the learnings that occur. A summary might tend to have the effect of ending further thought.

6. An inquiry teacher's lessons develop from the responses of students and not from a previously determined "logical" structure. Since he is concerned with the processes of thought rather than the end results of thought, he does not feel compelled to "cover ground", or to insure that his students embrace a particular doctrine, or to exclude a student's idea because it is not germane. He is engaged in exploring the way students think, not what they should think. That is why he spends more of his time listening to students than talking to or at them.

7. Generally, each of an inquiry teacher's lessons poses a problem for students. His goal is to engage students in those activities which produce knowledge: defining, questioning, observing, classifying, generalizing, verifying, applying.

8. An inquiry teacher measures his success in terms of behavioral changes in students: the frequency with which they ask questions; the increase in the relevance and cogency of their questions; the frequency and conviction of their challenges to assertions made by other students or teachers or textbooks; the relevance and clarity of the standards on which they base their challenges; their willingness to suspend judgements when they have insufficient data; their willingness to modify or otherwise change their position when data warrant such change; the increase in their skill in observing, classifying, generalizing, etc.; the increase in their tolerance for diverse answers; their ability to apply generalizations, attitudes, and information to novel situations.

It is within this same type of context that the following material is offered in the teacher's guide and certainly in the television lessons themselves. It is with this kind of different approach that maybe between all of us true learning may be enhanced through the material pursuit of relevance.

LESSON 10

"A COMPLEX IS COMPLEX"

LESSON CREDITS AND ACKNOWLEDGEMENTS

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- Marilyn Sieg
- Nancy Krinsky
- Neal Bickler
- Al Hinderstein
- Laurie Herm

Uncle Paul's Toy Store, Madison
Flambeau Plastics, Baraboo
Song:
- "Mr. Wilson's Self-Sufficiency Blues"
  - Music: Dave Crosby
  - Lyrics: Dan Peterson

Chris Barsness

Cinematography: James Santulli
Video Editing: Ed Furstenburg
Producer/Writer: Bob Hostetter
Director: John James

C.E.S.A. 13 Teachers, Public and Private School (Formulated Teacher Guides)
Mrs. Jeanne Gartzke: Completed Revision of Teacher Guides
Mr. Richard Guse: Completed Revision of Teacher Guides

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LESSON 10

WHAT IS AN INDUSTRIAL COMPLEX?
or
"A COMPLEX IS COMPLEX"

GOAL:

Illustrate through examples the attributes of comparative industrial complexes.

OBJECTIVES:

After telecast and follow-up activities, students will be better able to react to the following:

1. Identify attributes of industrial complexes.
2. Explain how an industrial complex differs from a food gathering culture - an agrarian culture.
3. Identify the differences and similarities between the depicted industrial cultures.
4. Why are these depicted cultures classified as industrial even though some differences exist between them?

CONCEPT EMPHASIS

Industrial complex
Industrial complex attributes

POSITION WITHIN THE WISCONSIN CONCEPTUAL FRAMEWORK

DISCIPLINE: ECONOMICS

II. Major Concept: Specialization

Man constantly tries to narrow the gap between limited resources and unlimited wants. Geographical, occupational, and technological specialization (division of labor) are the results of his desire to produce more, better, and faster.

Developmental Variant: While the relatively primitive practice of a person spending full time producing a single kind of product appears to be a simple level of specialization, it has provided a most effective means of rising above a meager subsistence.

III. Major Concept: Price

Specialization leads to interdependence which demands a market where buyers and sellers can meet. The market, in turn, needs money which will serve as a medium of exchange, measure of value, and a store of value.

Developmental Variant: The failure of some culture areas or nations to participate economically with other nations has slowed their economic growth.

IV. Major Concept: Economic decisions

All of mankind is faced with four economic decisions: 1) What and how much to produce? 2) How much and in what way land (natural resources), labor and management and capital (tools) are to be used for production? 3) Are the goods and services to be used for further production or immediate consumption? 4) Who shall receive the products and in what proportion? (distribution)

Developmental Variant: Culture groups which are forced to spend a disproportionate amount of their time gathering or producing food for survival are thus prevented from assigning adequate effort and resources to the production of capital goods.

DISCIPLINE: ANTHROPOLOGY-SOCIOLOGY

III. Major Concept: Institutions

Within these groups man develops accepted ways and means of meeting his needs and coping with the problems of living in groups. These ways and means are called institutions.

Developmental Variant: Cultural differences among groups stem from their different backgrounds, experiences, and environments and may represent different stages of development.

IV. Major Concept: Cultural Universals

A society's whole system of institutions, including the artifacts it produces, constitutes its culture. All cultures have some common characteristics called cultural universals.

Developmental Variant: As people met their basic needs, they had more time for self-expression through the arts, such as literature, drama, the dance, music, painting, sculpture, and architecture.

V. Major Concept: Acculturation, assimilation, cultural change

Individuals learn accepted ways of perceiving, thinking and behaving from their culture and in turn can effect changes in that culture as it becomes inefficient or self-defeating in meeting the needs of the society it serves. (acculturation, assimilation, cultural change)

Developmental Variant: Improvements in transportation and communication have brought cultural areas into closer contact, facilitating and speeding up cultural changes.

DISCIPLINE: HISTORY

III. Major Concept: Cause and effort

Acts and events have both causes and consequences which are never simple and often complex.

Developmental Variant: All cultures do not agree on what constitutes progress.

DISCILINE: GEOGRAPHY

III. Major Concept: Region

Region refers to an area which is delimited as being significantly different from other areas on the basis of one or more selected physical or cultural characteristics.

Developmental Variant: By mapping individual cultural geographic elements (e.g. conical houses, religious beliefs, milk drinking, hog raising, etc.) or element complexes, one may discover and study culture regions, or the origin and areal spread of cultural traits.

IV. Major Concept: Linkage

Geographic linkage is evident among countless human settlements through the exchange of messages, goods and services.

Developmental Variant: The more sophisticated the cultural development of an area, the greater the number and the intensity of linkages.

TELECAST OVERVIEW

The effect of the Industrial Revolution on how and where people live is traced by way of the assembly line process. From autos to lettuce, there is a thread of interdependency which ties us together. The large industrial complex systems where on industry gives rise to other related industries is explored. There is a dependency of each on the other with the resulting specialization in jobs, rise in social classes, wants for new products, increase in trade and the need for advanced governmental, monetary, transportation and communication systems.

One man alone producing one product is a tedious chore. A trip through a small town yo-yo factory leads us to the conclusion that it's not the size of the place, but what goes on there that makes it an industrial complex.

The slow moving solitary life of the agrarian person and the ever-quickening pace of the city dweller is compared. Not all people need to work at producing their own food. Without specialization and division of labor, there would be no complex Complex.

PRE-TEST

* Main idea!! People depend on people:

What happens if you get sick?
What happens if you are hungry?
What happens if you are robbed?
Are you dependent on these people for something? Goods or Services? Police, Firemen, Doctor, Telephone Company, T.V. Repair, Butcher, Baker

* What is a city?

1. List 3 items which you feel are part of a city? (schools, hospitals, specialization of jobs, interdependence, work, noise, smoke, smog, stores, games, freeways, buses)

2. Matching: Put the articles or things under the correct category: FARM CITY
Could be done on a "grid." different areas of growth, subways, buses, museums, pools, closeness of people to each other, industrial, ghetto, urban, metropolitan, food storage, job specialization, law and order, schools, religious beliefs, free time activities, poverty, noise, traffic, size of buildings, clothing of people, cultural activities.

* This matching exercise might be given to start discussion on the ideas for the purpose of establishing that many of these things exist in both urban and rural areas, but many to a greater extent in the city.

3. List three things which you feel result when a city is sprung up:
   a. Specialization in jobs
   b. Social classes
   c. Want for new products
   d. Increase in trade
   e. Interdependence
   f. Growth of different religious beliefs
   g. Advanced monetary system
   h. Complex government
   i. Complex means of transportation
   j. Develop formal education
   k. Written and spoken languages

4. Draw a picture of a city in which you would like to live. Show the population.

5. Role playing:
   a. You are the city leader; Organize some activities that your people can take part in. (Or have the children select jobs that they think would be necessary in the functioning of the city.)
   b. You are the City Engineer and you want to attract industry to your city. What would you offer the industry as far as resources? (human, natural and capital) What would you tell the people of your city?
   c. Chose a person (worker, professional person, businessman, etc.) that you see on your way to school. How do you think this person spends his day while you're in school? If you could trade places with your mother or father for a day, what kinds of things would you be doing. **Show the division of labor in this exercise.

6. Identify workers by the costumes worn: Gather pictures of doctor, farmer, businessman, teacher, priest, dentist, welder, bus driver, policeman, fireman, pilot, store keeper, etc. Have children identify the occcupation by the type of clothing worn.

7. Develop the idea of the specialist versus the "jack of all trades." Examine the yellow pages of a large city phone book and point out specialists. Contrast with the yellow pages of a small community. Fewer services and products offered. More people necessary who are "jacks of all trades."

8. Develop the idea that there are more opportunities for comparative shopping for a product in the large community versus limited sources in a small community. (buy a car, shop for a T.V. etc.)

9. Show interdependency of one person on others: "Where do you get your Basic Needs?"

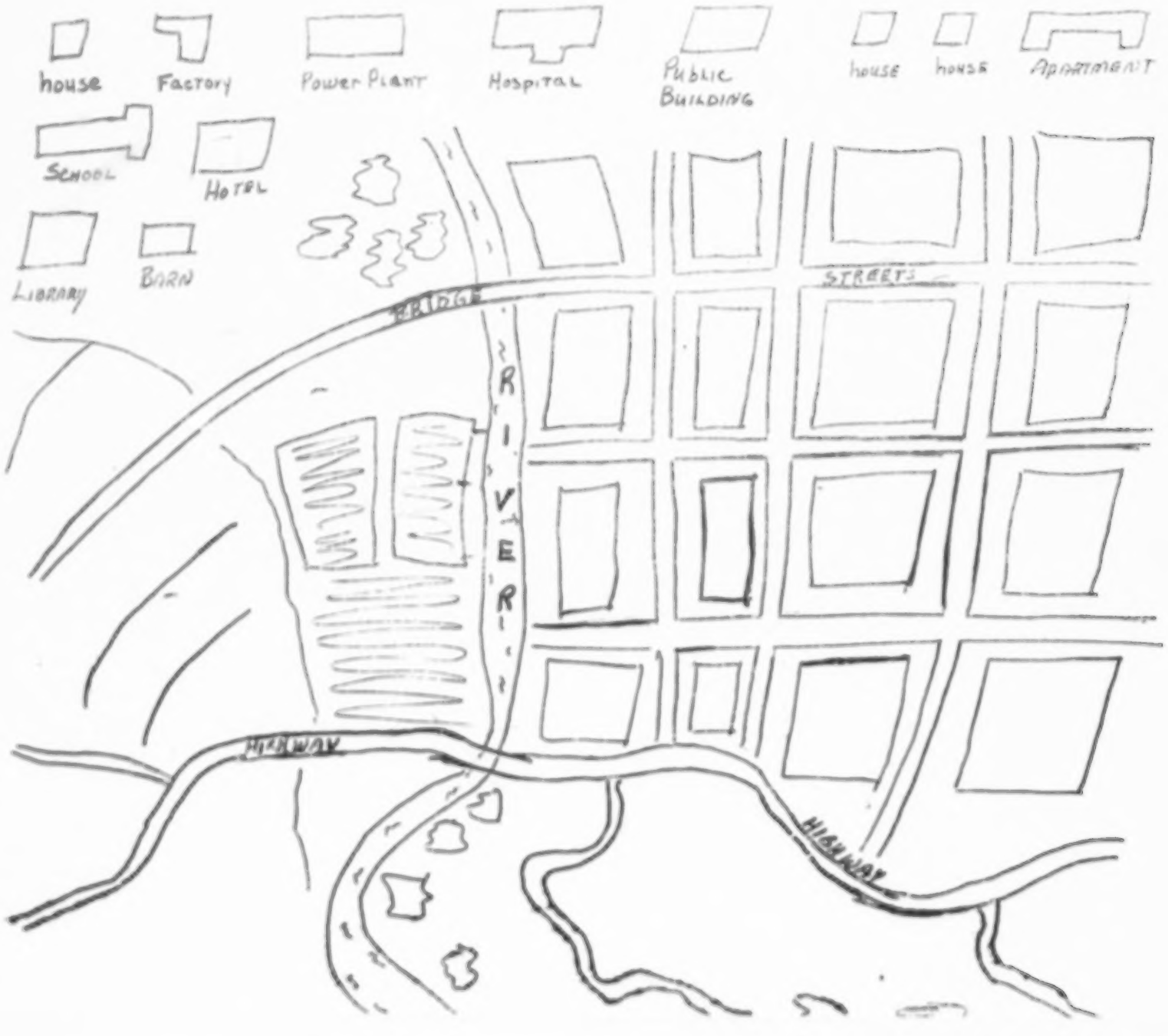
Food (list)	Answers	Where did these people get the goods?
Clothing (list)	Answers	
Shelter (list)	Answers	

VOCABULARY

industry
urban revolution
buildings
production
storage
organization
specialization
social classes
customs
adaptation
reconstruction
mass production
assembly line
residential
manufacturing
recreational centers
nationality
multi-ethnic
interstate
city development
city planning
farming
community
interdependence
rural
transportation
satellites
labor
career
mobility
occupations
sprawling
economic
agrarian
culture
enrichment
imports
exports
suburban
stockyard
Basic needs
resources
raw materials
business district
products

MOTIVATING EXERCISES

City Construction Game appeared in the October 4, 1971 Newstime Magazine. A board is given with city blocks, main highway, secondary highway and rivers, etc. Patterns and suggestions for shapes of houses, public buildings and factories and office buildings. Present these problems: Where do the houses go? Where do the factories go? Where shall we build the churches? The power plant? The schools? The parks? Build your city how ever you want to ... How will your city work? What do you need?


house
Factory
Power Plant
Hospital
Public Building
house
house
Apartment
School
Hotel
Library
Barn
Bridge
Streets
River
Highway
Highway

Mr. Wilson's Self-Sufficiency Blues

Mr. Wilson in his cubicle one ordinary day,
picked up a pen and turned it round, and wondered of a way
that he could make one for himself, and make it all his own.

Now Mr. Wilson's in a quarry with a hard hat on his head,
looking for an easy way to mine the iron ore. But instead
of using steam scoops for the iron he demands,
he's got to grunt and groan, and push the rocks down with his hands.

The foundry of a steel mill is a hot and grimy place,
but poor Mr. Wilson forges onward while the sweat pours down his face.
He hammers and he pounds upon a bar of red-hot steel,
but it's plain to see this kind of work is losing its appeal.

Deep within the tropic jungles Mr. Wilson ventures on,
'til he finds the plants and trees he needs to push his plans along;
gum rubber, hardwood timber, and plant dyes for ink and paint.
Mr. Wilson still plods forward with the patience of a saint.

Back in his shop now, Mr. Wilson's really done for good--
he sandwiches his filler in between two strips of wood;
he winds steel wire around the sides and dips the point in paint;
his product's sure a wonder--but a writing pen it ain't.

So here's to you, Mr. Wilson, and your self-sufficiency blues,
you've got ink stains on your fingers and gum rubber in your shoes;
you've got yellow paint a-runnin' down your shirt and down your tie,
and you've produced a useless pen that will never write.

BACKGROUND INFORMATION

WHAT IS A CITY?

A city is a place where a great many people live. But it is much more than that. For a settlement to grow into a city, certain other things are required.

Before man could meet the requirements for city life, he had to reach a certain level of progress in using his physical environment. He also had to reach a certain level of progress in living and working together with others. Man lived on the earth for many thousands of years before he was able to reach these levels of progress. Finally, in the river valleys of Mesopotamia and a few other places on earth, the requirements for city life were met for the first time. And the first cities developed.

Requirements of City Life

City life requires efficient methods of food production. The farmers on whom the city depends for food must be able to grow enough food to feed all the people of the city throughout the year. City life is based partly on man's ability to increase the amount of food produced on each acre of land. It also requires a decrease in the percentage of people needed to produce the food. Then there will be more people who can spend their time meeting other requirements of city life.

City life requires efficient methods of storing and preserving food. Since many kinds of food are produced only at certain times of the year, there must be some way of keeping these foods for other times.

City life requires organization. In a city, thousands of people must live together safely and peacefully. So there must be laws for settling disagreements between people. And a city must provide protection for the lives and property of its citizens. Someone must be responsible for making decisions for the whole city on important matters.

City life requires a method of keeping records. If food is to be stored, some way is needed to keep track of what is stored. Records of laws and agreements between people are also needed.

Results of City Life

City life does not only have requirements. It also has results. As cities develop, the life of the people is affected in many ways. The effects are so great that they are often referred to as a revolution. Because this revolution has to do with cities, it is called the "urban revolution."

City life results in specialization. People who live in cities do not generally meet all of their own basic needs. To satisfy their needs, they must depend on many things supplied by other workers. Nearly everyone who works in a city is a specialist of some kind, whether he works in a factory or an office or a store.

PROGRAM SEQUENCES

FILM #1: HISTORICAL AUTO ASSEMBLY LINE

FILM #2: NEW YORK CONTRAST WITH RURAL

FILM #3: INDUSTRIAL COMPLEX ANIMATION (CITIES)

FILM #4: MODERN AUTO ASSEMBLY LINE

STUDIO TRANSITION ON INTERDEPENDENCE (BOXES)

CHRIS AND YO-YO FILM

STUDIO TRANSITION (WHEEL & MAP) INTERDEPENDENCE

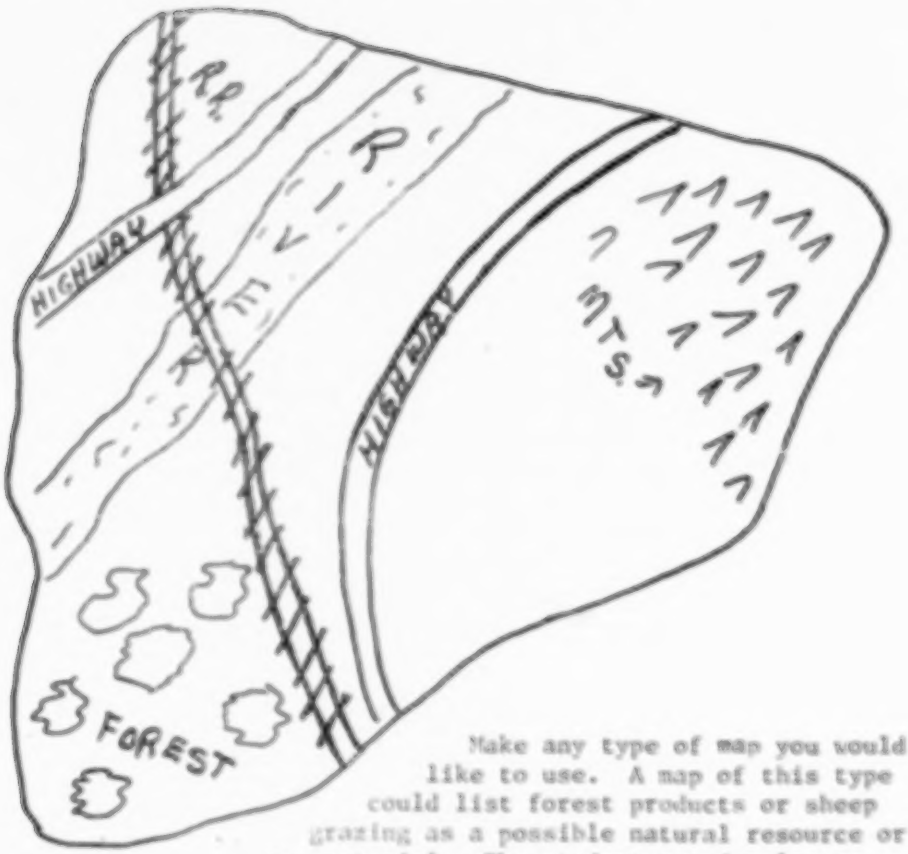
FILM #5: MR. WILSON

FILM #6: PRODUCE; FARM TO MARKET

FILM #7: FARM & CITY LIFE (TWO CHILDREN SPLIT SCREEN)

POST-VIEWING EVALUATION

1. Given a list of a few resources, the student will place industries on a map at the best location possible for them, and will show on this map what could result from these industries.



Make any type of map you would like to use. A map of this type could list forest products or sheep grazing as a possible natural resource or raw material. The student can develop an industry and place it in its best possible location on the map. It might be interesting to allow them to indicate the other things which would grow up as a result of the industry.

2. Given a natural regions map, the students will identify (orally or in writing) the types of industry which could be developed because of the availability of human, natural or capital resources.

3. Given a list of raw materials, the students will make a list of things that could be made from that raw material. (Aluminum - pots, rings, cars, decorations, doors, etc. Iron ore - cars, machinery, building materials, etc.)

4. Debate: Who was more important to the development of industial societies, men or women? What role should industrial complexes play in our tax structure? How do the industrial complexes influence the size a city shall be? How do the industrial complexes influence the location of new roads, railroads, terminals?

5. Compose a poem about the city or farm and illustrate it. (A Haiku form of poetry is one that sixth grade children find interesting!)

POST-VIEWING QUESTIONS TO BRING ABOUT CLASS DISCUSSION FOR COMPARING URBAN AND RURAL

1. Find similarities among the cultures (agricultural, industrial).

2. What did the children do in each culture?

3. What did the parents do in each culture?

4. Which cultural group did the most toward meeting man's basic needs?

5. Which cultural group was most important in determining man's way of living?

6. Which of the goods and services provided by the industrial complexes could exist without the industrial complexes?

7. Which of the Industrial complexes could exist without the community?

8. Which of the communities could exist without the Industrial complexes?

9. What patterns can you discover that are alike in the cultures?

10. How do the people within each group communicate with one another?

11. What are some common elements of daily living that can be found in these cultures?

RESOURCES:

Books:

Arbital, Samuel L., Cities and Metropolitan Areas. Creative Education Society, 1968

Carls, Norman. Knowing Our Neighbors in the United States. Holt, Rinehart and Winston, Inc., New York.

Halacy, D. S., The Robots Are Here! Norton, 1965.

Koch, Shirley, Investigating Man's World, Scott, Foresman and Company. (Regional Series, Metropolitan Series)

Lee, Susan Dye, Exploring Regions of the Eastern Hemisphere. Follett Eductional Corp., Chicago.

Malstrom, Vincent H., Life in Europe; TheBritish Isles. Fideler, 1959.

Seldin, Joel, Automation. Coward, 1965

Filmloops:

Chain of Experts: Division of Labor
Input and Output: Producing a Product
Push a Button: Automation Labor Saving
City and Country Contrasts

Gordon Flesch Company, Inc.
225 West Beltline Highway
Madison, Wisconsin 53713

Filmstrips:

Our Community (filmstrip set)
People and Goods Travel (filmstrip set)

Scott Education Division
Holyoke, Mass. 01040

Traveling in and out of our City, Cornet, 1969.
The Evolution of American Industry, Enterprise and Welfare (filmstrips and cassettes)
New Orleans: Marketing Community
San Francisco: Financial Community
Detroit: Manufacturing Community record-filmstrips
Chicago: Transportation Community
The Roots of our Urban Problems
The Air Pollution Menace
Water Pollution - A Complex Problem
Solid Waste - A New Pollutant
The Transportation Crisis
The Housing Crisis
Natural Resources and New Frontiers
The Creation of Modern Industrial America
Social and Economic Developments (record - filmstrip)
Resources and Manufacturing Industries
Cities and Commerce

Roa's Films
1696 North Astor Street
Milwaukee, Wisconsin 53202

Films:

The New House, Where It Comes From
Industrial Revolution : United States
The Industrial City
The Rise of the American City
The Dairy Farm
Produce: From Farm to Market
Making the Things We Need

Encyclopedia Britannica Education Corp.
425 North Michigan Avenue
Chicago, Illinois 60611

Farmer and the World
Farm Family in Spring
Industries of the Future
Man on the Assembly Line
Man's Impact on His Environment

from Bavi

Mississippi River: Trade Route of Mid America

Bailey Films, Inc.
Hollywood, California 90028

Ohio River: Industry and Transportation

Color Cassettes:

Food, Clothing, Shelter in Three Environments
Comparative Geography: A Changing Culture
Environment
Which is my World

B F A Educational Media
Columbia Broadcasting System, Inc.
51 West 52nd Street
New York, New York 10019

Transparencies:

The Westward Movement
Transportation

Encyclopedia Britannica Education Corp.
425 North Michigan Avenue
Chicago, Illinois 60611

Man's Progress Through the Ages
Factor's in Man's Progress
Progress in Transportation on Water
Progress in Communications
Progress in Man's Knowledge
Man Needs Others
Cultural Differences
Dead Cultures
Can You Help Your Community?

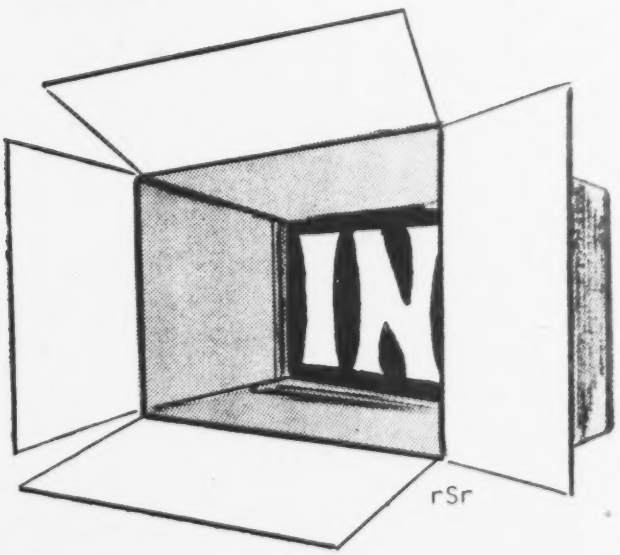
Creative Visuals
Box 1911-3
Big Spring, Texas 79720

Study Prints:

Faradis, Adrian A. "Labor in Action" - Messner, 1963.
Building of America (set of six) Wisconsin Sound Equipment Com, Inc.
Transportation (set of five) 4422 West North Avenue
Milwaukee, Wisconsin 53208

teacher guide
to the
12-lesson television series
for
sixth grade anthropology unit:

LOOKING OUT IS IN



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Department of Public Instruction

GENERAL INTRODUCTION

There is a great deal of emphasis in educational circles these days placed on behavioral and performance objectives and in many cases, these serve a very beneficial purpose. However, they are not used in the strictly defined sense in any of our lessons since we desire a very "open" type of structure and felt restrictive types of objectives would defeat the very purpose of this series.

This distinction is being made now to explain the departure for some teachers who may feel our objectives are not valid and therefore create a mind-set against the series before they become familiar with it.

Before teachers utilize this series in the classroom, certain factors should be understood. These are enumerated as follows in no particular sequence pertaining to importance:

1. The television lesson is merely another "tool" to supplement the teacher's effectiveness and in no way was intended to provide the complete learning experience in and of itself.

2. The written materials enclosed within this teacher guide were designed by 6th grade teachers to accompany the television lesson, also partially designed by 6th grade teachers, but could be utilized to a degree without the video experience.

3. The television lesson and written materials were designed to be utilized with the inquiry method of teaching. (Brief explanation follows in this section.)

4. The television lessons were designed to provide a stimulating, motivating and enjoyable experience with the expectation that students will be inclined to probe and inquire further into the lesson content allowing for the teacher to exploit this induced inquiry toward related learning experiences.

5. In the development of this series, it was hoped that the emphasis would be "away" from "right-wrong" responses since we all perceive things from different perspectives. Rather, if it is agreed that "true" learning takes place by formulating and testing opinions based on certain experiences, the function of those of us in education should be to provide those experiences.

6. The series, including teacher guide materials, was designed to be implemented into the Wisconsin Conceptual Framework for the Social Studies.

All of the material included here is not "essential" nor "normally" found in other teacher guides to television lessons. However, the teachers who formulated the materials and ideas felt that everything possible that may be of assistance to the classroom teacher should be included realizing that each teacher will utilize only what is desirable in a particular situation. Also, other teachers may desire to supplement further with student or teacher created materials and ideas which are very much encouraged. In fact, it is hoped that much more creative thought will emerge from the applied stimulus than could be even alluded to in this teachers guide.

INQUIRY METHOD

A thorough understanding of the Inquiry Method of learning and teaching cannot take place in this brief treatment of that topic but some understanding is essential for creative teachers to grasp the general concepts and intentions. It is highly recommended that all teachers read, prior to the series, " Teaching As A Subversive Activity " by Neil Postman and Charles Weingartner, Delacorte Press, New York, New York, which is not only enjoyable and informative but is devoted primarily to the Inquiry Method from which most of the following information is derived.

1. An inquiry teacher rarely tells students what he thinks they ought to know. He believes that telling, when used as a basic teaching strategy, deprives students of the excitement of doing their own finding and of the opportunity for increasing their power as learners.

2. Generally, an inquiry teacher does not accept a single statement as an answer to a question. He avoids intimations of the Right Answer because he knows how often the Right Answer serves only to terminate further thought.

3. An inquiry teacher's basic mode of discourse with students is questioning. He sees questions as instruments to open engaged minds to unsuspected possibilities.

4. An inquiry teacher encourages student-student interaction as opposed to student-teacher interaction. And generally he avoids acting as a mediator or judge of the quality of ideas expressed. The inquiry teacher is interested in students' developing their own criteria or standards for judging the quality, precision, and relevance of ideas. He permits such development to occur by minimizing his role as arbiter of what is acceptable and what is not.

5. An inquiry teacher rarely summarizes the positions taken by students on the learnings that occur. A summary might tend to have the effect of ending further thought.

6. An inquiry teacher's lessons develop from the responses of students and not from a previously determined "logical" structure. Since he is concerned with the processes of thought rather than the end results of thought, he does not feel compelled to "cover ground", or to insure that his students embrace a particular doctrine, or to exclude a student's idea because it is not germane. He is engaged in exploring the <u>way</u> students think, not what they should think. That is why he spends more of his time listening to students than talking to or at them.

7. Generally, each of an inquiry teacher's lessons poses a problem for students. His goal is to engage students in those activities which produce knowledge: defining, questioning, observing, classifying, generalizing, verifying, applying.

8. An inquiry teacher measures his success in terms of behavioral changes in students: the frequency with which they ask questions; the increase in the relevance and cogency of their questions; the frequency and conviction of their challenges to assertions made by other students or teachers or textbooks; the relevance and clarity of the standards on which they base their challenges; their willingness to suspend judgements when they have insufficient data; their willingness to modify or otherwise change their position when data warrant such change; the increase in their skill in observing, classifying, generalizing, etc.; the increase in their tolerance for diverse answers; their ability to apply generalizations, attitudes, and information to novel situations.

It is within this same type of context that the following material is offered in the teacher's guide and certainly in the television lessons themselves. It is with this kind of different approach that maybe between all of us true learning may be enhanced through the material pursuit of relevance.

LESSON 11

"FROM MESOPOTAMIA TO MILWAUKEE"

LESSON CREDITS AND ACKNOWLEDGEMENTS

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C.E.S.A. 13 Teachers, Public and Private School (Formulated Teacher Guides)
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LESSON II

WHAT CAUSED INDUSTRIAL COMPLEXES?
OR
"FROM MESOPOTAMIA TO MILWAUKEE"

GOAL:

Illustrate how industrial complexes evolved and reasons for their development.

OBJECTIVES:

After telecast and follow-up activities, students will be better able to react to the following:

1. Explain how urban areas and industrial complexes developed.
2. List reasons for the development of industrial complexes.
3. Compare behavioral similarities of industrial complexes with those of food gathering cultures - agrarian cultures.

CONCEPT EMPHASIS: Industrial Complex Origin - Decay and Rebirth of Cities

POSITION WITHIN THE WISCONSIN CONCEPTUAL FRAMEWORK

DISCIPLINE: HISTORY

I. Major Concept: Change

Change is inevitable, and the rate of change is uneven among and within societies.

Developmental Variant: The rate of cultural change varies from one country to another. The degree of social, political, and economic development will influence the rate of change.

III. Major Concept: Cause and Effect

Acts and events have both causes and consequences which are never simple and often complex.

Developmental Variant: Advances in civilization often begin with some new exploration or cultural interchange.

DISCIPLINE: ANTHROPOLOGY SOCIOLOGY

IV. Major Concept: Cultural Universals

A society's whole system of institutions, including the artifacts it produces, constitutes its culture. All cultures have some common characteristics called cultural universals.

Developmental Variant: As people met their basic needs, they had more time for self-expression through the arts, such as literature, drama, the dance, music, painting, sculpture, and architecture.

V. Major Concept: Acculturation, Assimilation, Cultural change

Individuals learn accepted ways of perceiving, thinking, and behaving from their culture and in turn can effect changes in that culture as it becomes inefficient or self-defeating in meeting the needs of the society it serves.

Developmental Variant: Improvements in transportation and communication have brought cultural areas into closer contact, facilitating and speeding up cultural changes.

VI. Major Concept: Cultural Change

This cultural change is a continuous and accelerating process, effected through invention and borrowing. Change in one facet of a culture brings about a change throughout that culture.

Developmental Variant: Conflict among groups tends to be reduced when they understand and appreciate each other's culture.

DISCIPLINE: POLITICAL SCIENCE

I. Major Concept: Power

Every society creates laws. Penalties and sanctions are provided for violations of law.

Developmental Variant: All cultures have systems of laws to promote order, and as the society becomes more complex it requires and develops more laws.

IV. Major Concept: Citizenship - Leadership

Citizenship involves varying degrees of obligations and privileges depending upon the form of government. An active, educated citizenry is essential to a democracy.

Developmental Variant: As cultures become more complex, men become more interdependent. Consequently, the need for men to cooperate and assume responsibility increases.

V. Major Concept: Institutions

There is a division of responsibility and an interdependence at all levels of government: local, state and national. All nations of the world are becoming more interdependent.

Developmental Variant: As cultures become more complex and technology more advanced, there is some need for larger and larger governmental units.

DISCIPLINE: ECONOMICS

II. Major Concept: Specialization

Man constantly tries to narrow the gap between limited resources and unlimited wants. Geographical, occupational, and technological specialization (division of labor) are the results of his desire to produce more, better, and faster.

Developmental Variant: While the relatively primitive practice of a person spending full time producing a single kind of product appears to be a simple level of specialization, it has provided a most effective means of rising above a meager subsistence.

III. Major Concept: Price

Specialization leads to interdependence which demands a market where buyers and sellers can meet. The market, in turn, needs money which will serve as a medium of exchange, measure of value, and a store of value.

Developmental Variant: The failure of some culture areas or nations to participate economically with other nations has slowed their economic growth.

IV. Major Concept: Economic Decisions

All of mankind is faced with four economic decisions: 1)What and how much to produce? 2)How much and in what way land (natural resources), labor and management and capital (tools) are to be used for production? 3)Are the goods and services to be used for further production or immediate consumption? 4) Who shall receive the products and in what proportion? (distribution)

Developmental Variant: Culture groups which are forced to spend a disproportionate amount of their time gathering or producing food for survival are thus prevented from assigning adequate effort and resources to the production of capital goods.

DISCIPLINE: GEOGRAPHY

I. Major Concept: Spatial Relationship

Spatial relationship exists between any place on earth and all other places. A relationship between two or more locations involves direction, distance and time.

Developmental Variant: The cultures to be studied have a location on the earth and are related to other culture areas in terms of extent, distance, direction and time. The usability of an area is affected by its location with respect to the earth, and to people and things on earth.

IV. Major Concept: Linkage

Geographic linkage is evident among countless human settlements through the exchange of messages, goods and services.

Developmental Variant: The more sophisticated the cultural development of an area, the greater the number and the intensity of linkages.

TELECAST OVERVIEW

Industrial complexes evolved in a process that built up, where one development followed another. Reasons for development of industrial complexes are introduced throughout; such as the vehicle that Chris uses to travel on his journey points to the importance of the invention of the wheel.

Mesopotamia, because of its early founding of organization among people, is used to stress the importance of location for transportation and markets.

As we move along through history through the emerging civilizations we see that as culture changes there is some resistance and at times a movement to the past. Minstrel singers in Renaissance costumes tell of how the decay and fall of Rome paves the way for the middle ages.

The cultural advancement of England makes it a front runner in the Industrial Revolution. This spreads to the United States which is a young and growing nation. The resources and energy of the United States give rise to the development of large connected industrial complexes.

PRE-PROGRAM ACTIVITIES

PRE-TEST

1. Why is there no industrial complex in the frozen polar region?

2. Why might this community be ideal for an industrial complex?

3. What kind of transportation in times past has been most feasible economically? water

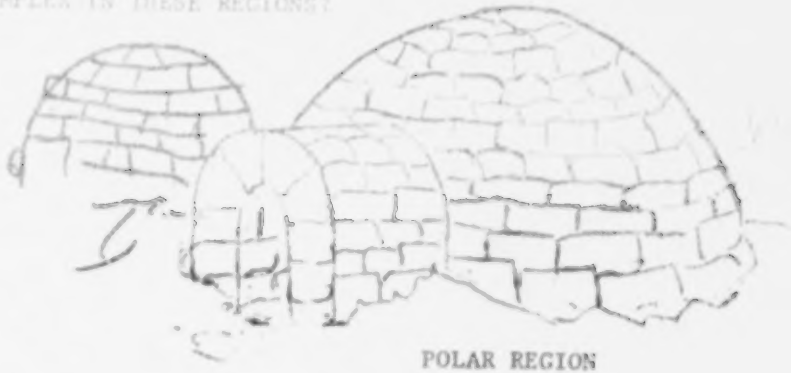
4. What discovery opened up new markets? Western Hemisphere

VOCABULARY

Apprenticeship
Avarice
Barter System
Barren
Capital
Clothing
Commerce
Complex
Contract
Corporation
Culture
Exchange
Housing
Investment
Invention
Journey-men
Immigration
Industry
Interdependence
Invest
Labor
Location
Manufacture
Materials
Mobility
Master-Craftsman
Market
Measures
Prosper
Resource
Services
Supply
Standardization
Transportation
Wholesale

WHY IS THERE NO INDUSTRIAL COMPLEX IN THESE REGIONS?

DESERT ISLAND



POLAR REGION

OCEAN

MOUNTAINS

CONTINENTAL DESERT

MOTIVATING EXERCISE

Game for Industrial Program

Equipment: paper (paper used on one side)

pencils

paperclips

Stopwatch or clock with second hand

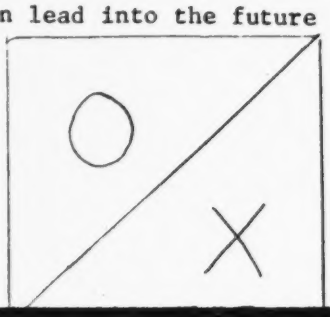
This game will be a basis of discussion on the contrasts between individual labor (cottage industry) and larger industries.

Things to be seen, pride of workmanship, leadership, management, worker management relations, cooperation among workers, division of labor, and work flow operation. Students will also see the quality of workmanship.

Directions: Have a control group or the entire class perform an operation on a piece of paper, that is; draw a diagonal line on a piece of paper and then place a circle on the top and an x on the bottom. Then clip the papers into groups of five. At the end of a predetermined time of three minutes count the clipped stacks plus the extras. Next have various sized groups work together to achieve the same ends.

Outcomes: Individual workers may produce more on the average. What expense to their well being will it cost them over the long run? What size group works best together for this task? What factors enter into production achievement?

Many variations of this game can be used that can lead into the future study of the industrial society.



BACKGROUND INFORMATION

An industrial complex can come into being only when all of the components of a complex can be brought together; therefore we must consider mobility of a population, raw materials and a finished product as the key to the location of the complex.

If a product requires many materials-the cost of the transportation of these materials will determine the location of the industry. Today when we consider the work population, we see with modern transportation a population could be moved to the top of a mesa or plateau and all of its needs brought in to serve the people.

Water transportation has been generally inexpensive in the past so most large industries are located on waterways.

The rebirth of the arts in Europe
The travels of Marco Polo
The Crusades
The discovery of the Western Hemisphere
The Guild System
- Apprenticeship age 7
- Journeyman age 14
- Master

Need for specialists
Climate
Availability of power supply
- "The Wisconsin River" - The workingest river in the world

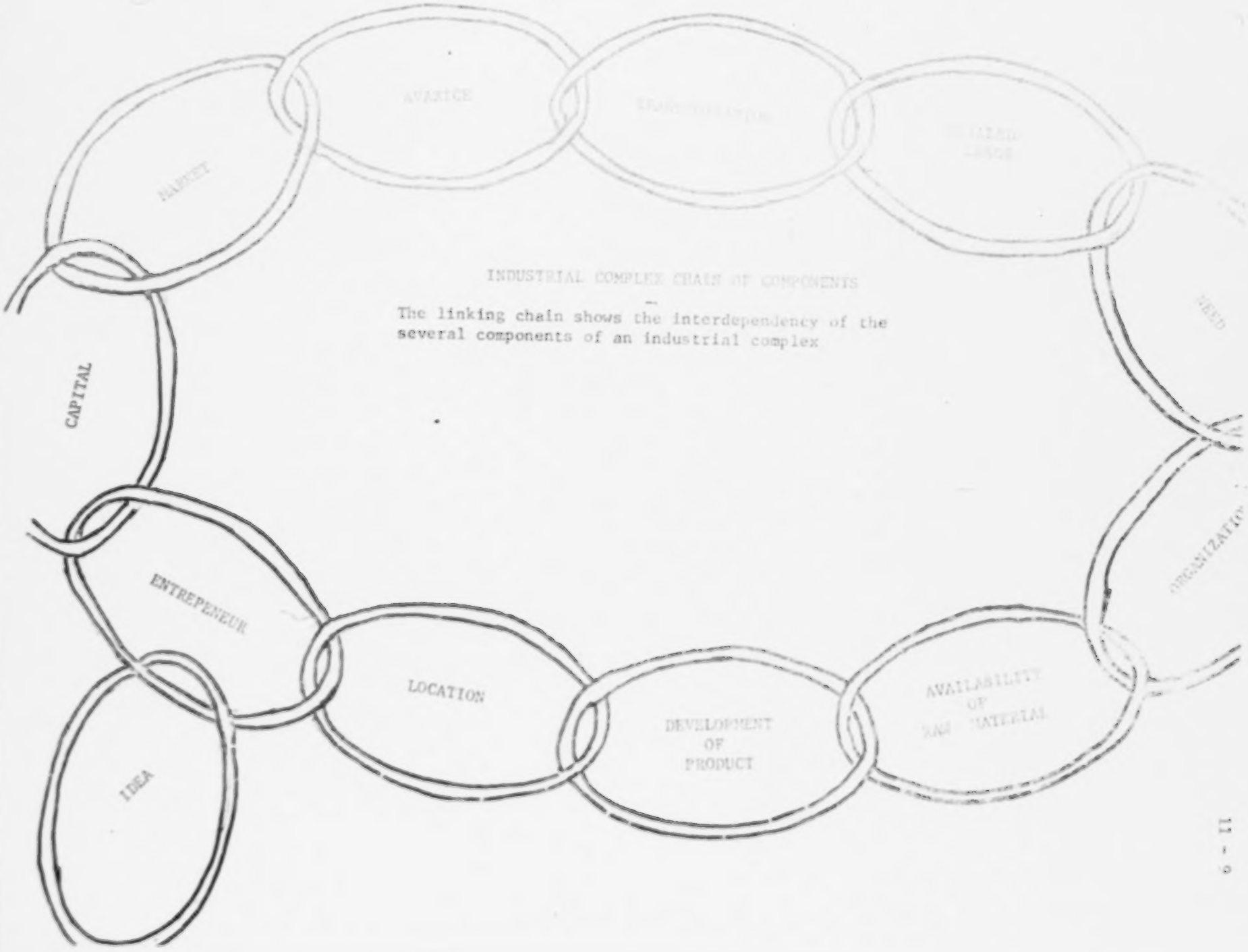
People gravitate to population centers

Criteria for the development of an industry or Industrial Complex
- Need (Created or Natural desire)
- Capital
- Labor Supply (skills)
- Materials
- Transportation
- Market
- Power Supply

Favorable location in relation to criteria

Opportunity
- "Idea Man", Entrepeneur

Industrial Complex
- Industry
- Services - All inclusive
  - Food Supply
  - Housing
  - Clothing
  - Amusements



INDUSTRIAL COMPLEX CHAIN OF COMPONENTS

The linking chain shows the interdependency of the several components of an industrial complex

Cottage industry developed specialists
Led to interdependence
Barter System - no tax
Use of money as a medium of exchange - handle cash or credit
lose 1/3 to tax

Related Industries

Change in agriculture through mechanical change and efficiencies brought about a surplus of labor.
Parental guidance in seeking a better start or easier life for their sons and daughters.
A trend of food gathering and agrarian cultures towards efficiency
-larger land areas with greater production with fewer people.

Transportation
Waterways-Highways-Airports-Space-Communications-Railroads

Increasing population of the world
Science is the basic cause of population increase-keeping people alive
Company housing at factory and mine locations
Perpetuation and development of certain skills in a region
Workers from parent plant start similar operation
"Pride in your work" products sought for quality
Cities seek industry.Example:Fond du Lac Chamber of Commerce
"Why you should move your industry to Fond du Lac"
Advertise to attract industry

Growth of industry advanced by speedup in rate of change in world
Acceptability of change
Freedom of change
Immigration
Faster transportation
Standardization of measures and money (World Bank)
Metric and Decimal systems
a meter one ten thousands of the distance from the equator
to a pole along a meridian equals one meter

EVALUATION

Post Test

1. Name two causes of the Industrial Revolution.

2. Give reasons for the rise of cities.

3. Write a paragraph telling the role of the father, mother and children of a family in an industrial society.

4. Write three geographical regions of the world where conditions are unsuitable for industry or city.

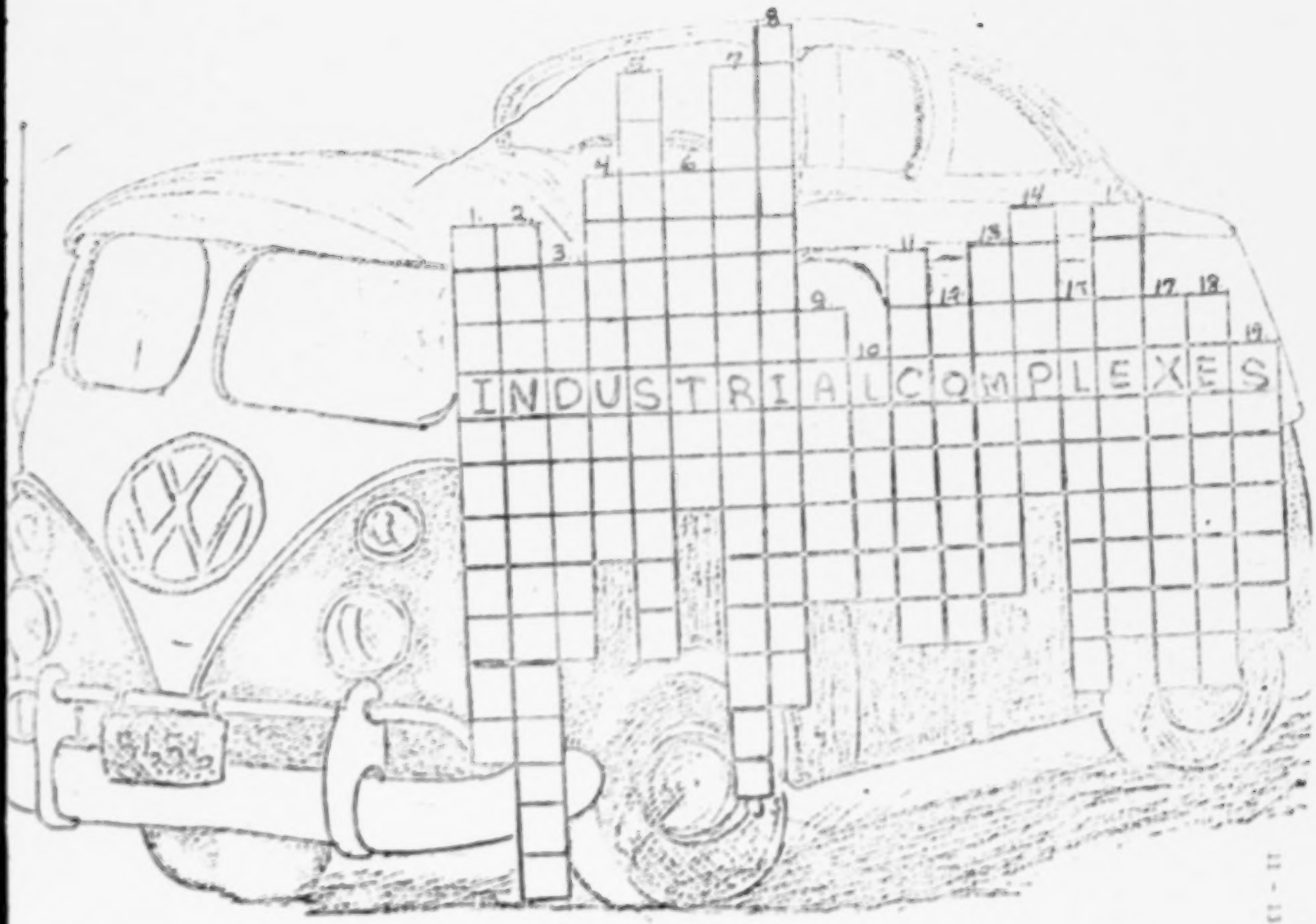
FOLLOW-UP ACTIVITIES

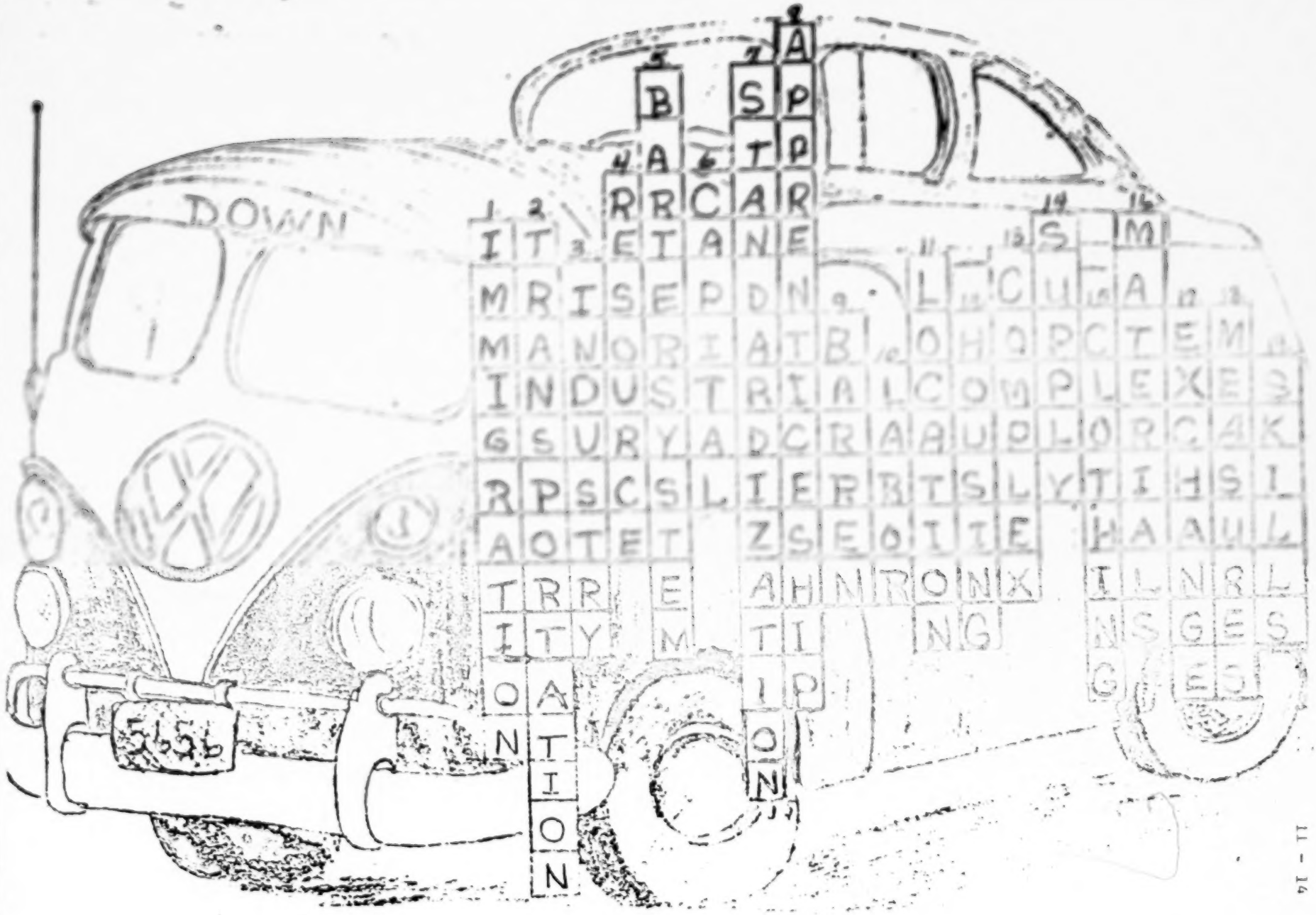
Crossword Puzzle (Do together as a class project)

WHEELS CHANGE MAN'S CULTURE

D O W N

1. The coming into a new country.
2. Wheels for mobility.
3. Production of goods.
4. Natural assets.
5. An exchange of goods for goods.
6. Investment monies.
7. Guidelines for man-made products.
8. Youthful trade learners.
9. Unproductive.
10. Toil - production force.
11. Geographical site (Where it's at)
12. Living space : abode.
13. Made of many parts : intricate.
14. Stock : _____ and demand.
15. A basic need of life.
16. Stuff of which things are made.
17. Swap, barter, trade.
18. Unit of size, area, or weight.
19. Ability gained by practice, knowledge.


INDUSTRIALCOMPLEXES



Wheels Change Man's Culture

RESOURCES

Educational Developmental Study Skills Library

CC 1 A Seaport City
FF 6 How Rome Grew Powerful
GG 8 World Trade
HH 5 Leaders of Industry

The Wheel

The Coming of the Machine
by Informative Classroom Picture Publishers

SVE Educational filmstrips with records — "The Evolution of American Industry, Enterprise, and Welfare"

Beginnings of American Industry
Natural Resources and New Frontiers
Social and Economic Development
The Creation of Modern Industrial America

National Geographic Articles

Cities Like Worcester Make America
Feb. 1955 Vol. CVII No. 2 pp. 189-214
Howell Walker

Kitimal-Canada's Aluminum Titan
Sept. 1956 Vol. CX No. 3 pp. 376-398
David Boyer

Modern Miracle, Made in Germany
Jun. 1959 Vol. CXV No. 6 pp. 735-791
Robert Conly

Pittsburg: Workshop of the Titans
July 1949 Vol. CV No. 1 pp. 117-144
Albert Atwood

Man's New Servant, the Friendly Atom
Jan. 1954 Vol. CV pp. 71-90
Colton & Wentzel

Dixie Spins the Wheels of Industry
March 1949 Vol. XCV No. 3 pp. 281-324
Nicholas & Roberts

Books

Exploring Regions of the United States
Gross Follet, Grabler, Burton, Ahlschivele
pp. 159-169

Story of the American Nation 2nd Edition
Casner, Gabriel, Biller, Hartley
Harcourt, Brace, & World

Educational 16mm Films

Medieval Times: Guilds and Trade Color
No. 1338 Comet Instructional Film

Mississippi River: Trade Route of Mid America Color
Bailey Films Hollywood, California

The Rise of the Industrial Giants
6H270 La Crosse

The Industrial City
4C 080 La Crosse

The Industrial Revolution - Beginnings in the United States
6H 260 La Crosse

Filmloops

3303 Transportation in Middle America

Super 8 mm

EF 103-81 City at Work
EF 103-93 Lakes and Rivers
S-80112 Oceans and Rivers
Encyclopedia Britanica

Filmstrips

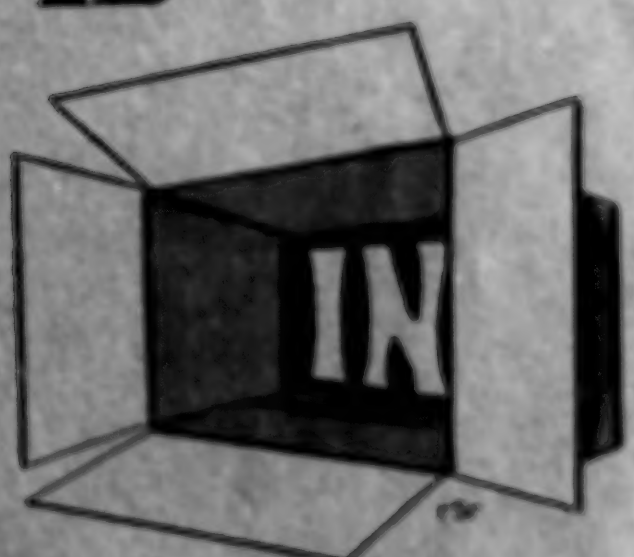
Chicago, at the Crossroads of the Nation
Eyegate house

Cultural Life in the Soviet Union
McGraw-Hill Book Company

The Evolution of American Industry, Enterprise, and Welfare
SVE A 3785R 4 films and 2 records

teacher guide
to the
12-lesson television series
for
sixth grade anthropology unit:

LOOKING OUT is IN



developed by:
Title III ESEA
Comparative Cultures Project
CESA 13..Waupun, Wisconsin
in cooperation with:
WHA-TV, Madison
and the
Department of Public Instruction

GENERAL INTRODUCTION

There is a great deal of emphasis in educational circles these days placed on behavioral and performance objectives and in many cases, these serve a very beneficial purpose. However, they are not used in the strictly defined sense in any of our lessons since we desire a very "open" type of structure and felt restrictive types of objectives would defeat the very purpose of this series.

This distinction is being made now to explain the departure for some teachers who may feel our objectives are not valid and therefore create a mind-set against the series before they become familiar with it.

Before teachers utilize this series in the classroom, certain factors should be understood. These are enumerated as follows in no particular sequence pertaining to importance:

1. The television lesson is merely another "tool" to supplement the teacher's effectiveness and in no way was intended to provide the complete learning experience in and of itself.

2. The written materials enclosed within this teacher guide were designed by 6th grade teachers to accompany the television lesson, also partially designed by 6th grade teachers, but could be utilized to a degree without the video experience.

3. The television lesson and written materials were designed to be utilized with the inquiry method of teaching (Brief explanation follows in this section.)

4. The television lessons were designed to provide a stimulating, motivating and enjoyable experience with the expectation that students will be inclined to probe and inquire further into the lesson content allowing for the teacher to exploit this induced inquiry toward related learning experiences.

5. In the development of this series, it was hoped that the emphasis would be "away" from "right-wrong" responses since we all perceive things from different perspectives. Rather, if it is agreed that "true" learning takes place by formulating and testing opinions based on certain experiences, the function of those of us in education should be to provide those experiences.

6. The series, including teacher guide materials, was designed to be implemented into the Wisconsin Conceptual Framework for the Social Studies.

All of the material included here is not "essential" nor "normally" found in other teacher guides to television lessons. However, the teachers who formulated the materials and ideas felt that everything possible that may be of assistance to the classroom teacher should be included realizing that each teacher will utilize only what is desirable in a particular situation. Also, other teachers may desire to supplement further with student or teacher created materials and ideas which are very much encouraged. In fact, it is hoped that much more creative thought will emerge from the applied stimulus than could be even alluded to in this teachers guide.

INQUIRY METHOD

A thorough understanding of the Inquiry Method of learning and teaching cannot take place in this brief treatment of that topic but some understanding is essential for creative teachers to grasp the general concepts and intentions. It is highly recommended that all teachers read, prior to the series, " Teaching As A Subversive Activity " by Neil Postman and Charles Weingartner, Delacorte Press, New York, New York, which is not only enjoyable and informative but is devoted primarily to the Inquiry Method from which most of the following information is derived.

1. An inquiry teacher rarely tells students what he thinks they ought to know. He believes that telling, when used as a basic teaching strategy, deprives students of the excitement of doing their own finding and of the opportunity for increasing their power as learners.

2. Generally, an inquiry teacher does not accept a single statement as an answer to a question. He avoids intimations of the Right Answer because he knows how often the Right Answer serves only to terminate further thought.

3. An inquiry teacher's basic mode of discourse with students is questioning. He sees questions as instruments to open engaged minds to unsuspected possibilities.

4. An inquiry teacher encourages student-student interaction as opposed to student-teacher interaction. And generally he avoids acting as a mediator or judge of the quality of ideas expressed. The inquiry teacher is interested in students' developing their own criteria or standards for judging the quality, precision, and relevance of ideas. He permits such development to occur by minimizing his role as arbiter of what is acceptable and what is not.

5. An inquiry teacher rarely summarizes the positions taken by students on the learnings that occur. A summary might tend to have the effect of ending further thought.

6. An inquiry teacher's lessons develop from the responses of students and not from a previously determined "logical" structure. Since he is concerned with the processes of thought rather than the end results of thought, he does not feel compelled to "cover ground", or to insure that his students embrace a particular doctrine, or to exclude a student's idea because it is not germane. He is engaged in exploring the <u>way</u> students think, not what they should think. That is why he spends more of his time listening to students than talking to or at them.

7. Generally, each of an inquiry teacher's lessons poses a problem for students. His goal is to engage students in those activities which produce knowledge: defining, questioning, observing, classifying, generalizing, verifying, applying.

8. An inquiry teacher measures his success in terms of behavioral changes in students: the frequency with which they ask questions; the increase in the relevance and cogency of their questions; the frequency and conviction of their challenges to assertions made by other students or teachers or textbooks; the relevance and clarity of the standards on which they base their challenges; their willingness to suspend judgements when they have insufficient data; their willingness to modify or otherwise change their position when data warrant such change; the increase in their skill in observing, classifying, generalizing, etc.; the increase in their tolerance for diverse answers; their ability to apply generalizations, attitudes, and information to novel situations.

It is within this same type of context that the following material is offered in the teacher's guide and certainly in the television lessons themselves. It is with this kind of different approach that maybe between all of us true learning may be enhanced through the material pursuit of relevance.

LESSON 12

"THERE'S A PLACE FOR YOU"

LESSON CREDITS AND ACKNOWLEDGEMENTS

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Sixth Grade Students, Van Hise Middle School, Madison
University of Wisconsin Arboretum
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Lyrics: Dan Peterson

Cinematography: James Santulli
Video Editing: Ed Furstenberg
Producer/Writer: Bob Hostetter
Director: John James

C.E.S.A. 13 Teachers, Public and Private Schools (Formulated Teacher Guides)
Mrs. Jeanne Gartzke: Completed Revision of Teacher Guides
Mr. Richard Guse: Completed Revision of Teacher Guides

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LESSON 12

WHAT IS ENCULTURATION?
or
"THERE'S A PLACE FOR YOU"

GOAL:

Illustrate how we, as individuals, learn the culture of our group from birth.

OBJECTIVES:

After telecast and follow-up activities, students will be able to react to the following:

A. Identify the factors and attributes of our society which contribute to enculturation. (i.e. - tradition, values, education, community life, religion, etc.)
B. Define and explain those factors and attributes which are most important in the formation of our culture.

CONCEPT EMPHASIS:

Cultural Attributes
Cultural Values

POSITION WITHIN THE WISCONSIN CONCEPTUAL FRAMEWORK

DISCIPLINE: HISTORY

I. Major Concept: Change

Change is inevitable, and the rate of change is uneven among and within societies.

Developmental Variant: The rate of cultural change varies from one country to another. The degree of social, political, and economic development will influence the rate of change.

II. Major Concept: Continuity

Human experience is both continuous and interrelated.

Developmental Variant: Culture has social, political, and economic institutions that are a product of the past.

III. Major Concept: Cause and effort

Acts and events have both causes and consequences which are never simple and often complex.

Developmental Variant: All cultures do not agree on what constitutes progress.

V. Major Concept: Values and Beliefs

Each civilization has certain significant values and beliefs that evolve out of the developing culture, and in turn, influence its growth and development.

Developmental Variant: Not all cultures value freedom and human liberty equally.

DISCIPLINE: ANTHROPOLOGY-SOCIOLOGY

I. Major Concept: Man

Man is a unique being, and while each individual is unique in some ways, greater similarities exist among men than dissimilarities.

Developmental Variant: Notions about race arose from the fact that people are born with different physical traits, such as skin color. No one is born with culture, but each person acquires the culture of his group as he lives and learns within it.

II. Major Concept: Social being

Man has unique, common needs which are met within a social setting through membership in primary and secondary groups.

Developmental Variant: Many important group attitudes and biases are developed within the family.

III. Major Concept: Institutions

Within these groups man develops accepted ways and means of meeting his needs and coping with the problems of living in groups. These ways and means are called institutions.

Developmental Variant: Cultural differences among groups stem from their different backgrounds, experiences, and environments and may represent different stages of development.

VI. Major Concept: Cultural Change

This cultural change is a continuous and accelerating process, effected through invention and borrowing. Change in one facet of a culture brings about a change throughout that culture.

Developmental Variant: Conflict among groups tends to be reduced when they understand and appreciate each other's culture.

DISCIPLINE: POLITICAL SCIENCE

IV. Major Concept: Citizenship-leadership

Citizenship involves varying degrees of obligations and privileges depending upon the form of government. An active, educated citizenry is essential to a democracy.

Developmental Variant: As cultures become more complex, men become more interdependent. Consequently, the need for men to cooperate and assume responsibility increases.

TELECAST OVERVIEW

This final program takes us to a pastoral setting where Chris's personal reflections and the original songs help us realize that it's great to be who we are, and where we are. Culture never stops happening, however. We are all part of a changing culture and we can make it better for ourselves and for others.

A look back at man's accomplishments leads Chris to the conclusion that "looking OUT is looking BACK". All people, past and present have struggled to keep alive. Each, from the early hunter and gatherer to the machine oriented man has done something to make his life in his time a beautiful experience.

At times we don't look OUT far enough to see those who still struggle. Culture's what's been given, what's beeen passed along to you. The poor, the lonely, the forgotten, the minority group or those who feel hostility each live a culture of their own. They continue to struggle for survival a time when they are often unwanted, unloved, and misunderstood.

We can be culture makers. We can make things happen by learning, loving, and living in a fellowship of man. Chris and his school friends would have us know we are a part of what has come to pass but we can MAKE NEW THINGS HAPPEN NOW.

Pre-Test

MATCHING GAME

A _____

B _____

C _____

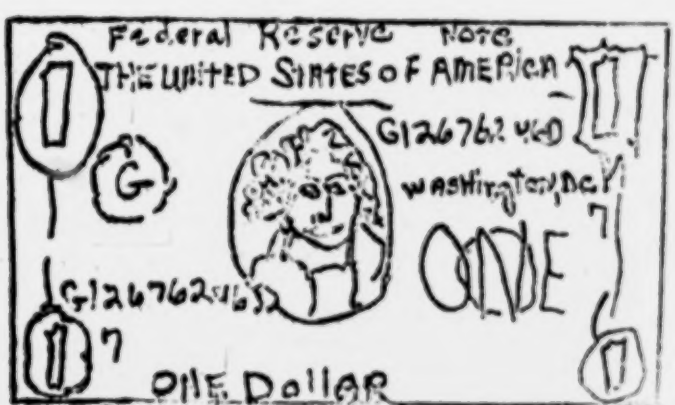
Post-Test

1

Spiritual - joyous

2

Alive - healthy

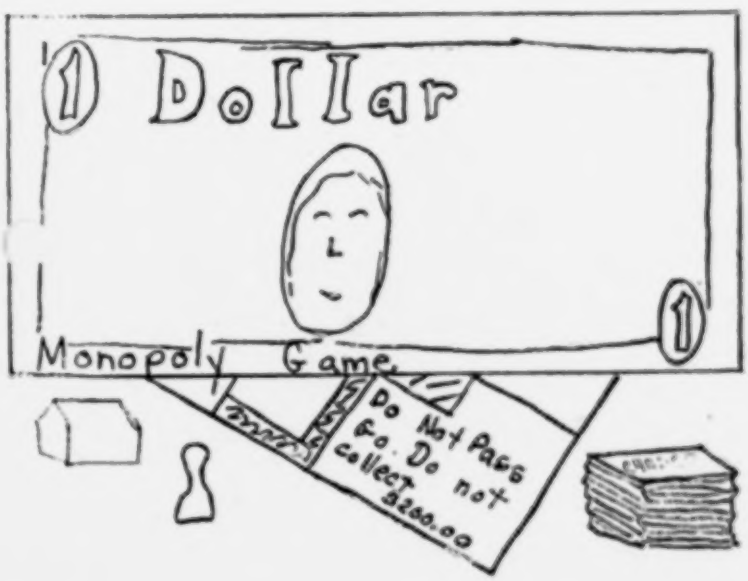


3

Truthful - authentic

D_____

4 Moral - good

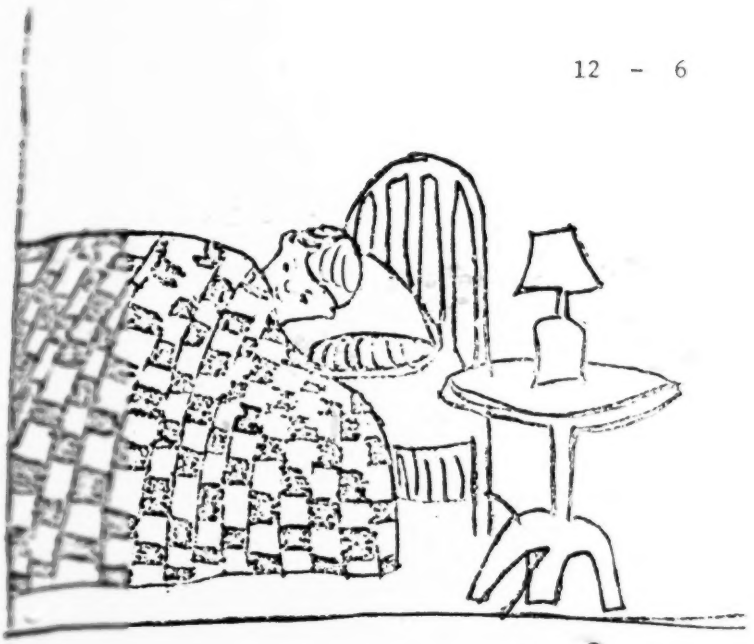


E_____

5 Intelligent - Knowledgeable

F

6 Purposive - free



G _____ 7 Loving - peaceful

Directions:

The pictures on the right show examples of the seven facets of man. Look at each one and then decide which picture on the left shows the opposite of each one. Put the correct number and attribute for each on the lettered blanks.

Example:

A 2 sickly

VOCABULARY

tradition	troubled	loving
progress	enculturation	intelligent
miracles	alive	moral
prevail	spiritual	society
understand	purpose	utilize
survival	truthful	technology

MOTIVATING ACTIVITIES

1. Bulletin Board-Display pictures (from magazines) of the different facets of symmetrical man showing the process of man acquiring the attributes from baby to manhood. (Refer to facets of man)

2. Photo Montage-Show one facet - A circle, square, etc. covered with pictures.

PROGRAM SEQUENCES

CHRIS #1 PERSONAL REFLECTION ON CULTURE CHANGES

CHRIS #2 MAN'S ACOMPLISHMENT & CONTRAST

CHRIS #3 LIFE IS STILL A CONSTANT STRUGGLE

CHRIS #4 WE CAN MAKE CULTURE

SEVEN FACETS OF SYMMETRY WITH ATTRIBUTES OF SYMMETRICAL MAN

I ALIVE	OPPOSITE	II SPIRITUAL	OPPOSITE
healthy	sickly	resilient	inflexible
sound	defective	alert	listless
progressive	retrograde	responsive	unfeeling
fresh	trite	joyous	unhappy
spontaneous	forced	resourceful	vacuous
vital	unimportant	patient	impatient
invincible	deficient	humoristic	humorless

IIII PURPOSIVE	OPPOSITE	IV TRUTHFUL	OPPOSITE
free	enslaved	precise	inaccurate
rational	irrational	candid	biased
lawful	unlawful	authentic	false
creative	uncreative	sincere	deceitful
individual	stereotyped	perfect	inadequate
disciplined	undisciplined	factual	discrepant
perfectible	imperfectible	honest	fraudulent

V LOVING	OPPOSITE	VI MORAL	OPPOSITE
peaceful	disturbed	loyal	disloyal
merciful	merciless	courageous	cowardly
unselfish	selfish	open	closed
humble	arrogant	harmonious	discordant
brotherly	unbrotherly	optimistic	pessimistic
faithful	faithless	pure	impure
just	prejudiced	good	bad

VII INTELLIGENT	OPPOSITE
intuitive	unintuitive
knowledgeable	ignorant
understanding	unintelligent
judicious	foolish
apperceptive	undiscerning
visionary	unimaginative
scientific	unscientific

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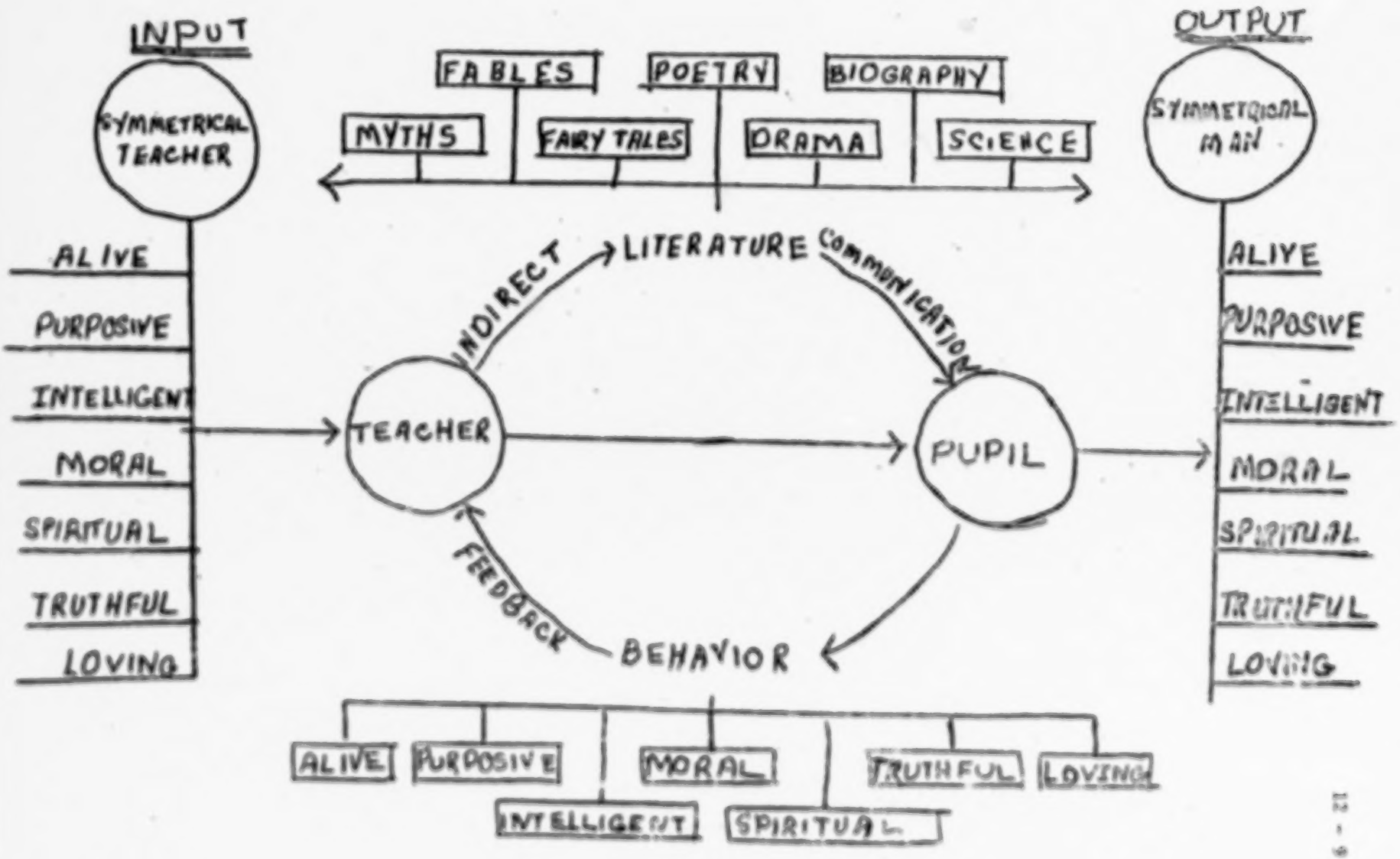

PROCESS OF ENCULTURATION

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BACKGROUND INFORMATION

Symmetrical man has seven facets that must be considered in his education. Because the school has primary responsibility for educating man, it behooves educators to be aware of and to take into consideration these seven sides of symmetry. Too often, however, it appears that the school places emphasis on one or more of the seven facets neglecting others which may or may not be the important or the crucial ones. It is just possible that the neglected facets could be the cement in the educational process.

A. Some of the factors which contribute to the enculturation of man are:

1. Alive - We need to be alive and healthy in order to learn our culture.

2. Spiritual - Man needs to understand where he has come from and where he is going in order to be happy.

3. Purposive - Each man must have a goal in order to fulfill his own individual purpose in life.

4. Truthful - Man needs to know truth in order to face reality.

5. Loving - Man needs special care from the moment of birth to the moment of death in order to grow to his full capacity in human relationships.

6. Intelligent - Man uses his intelligence to understand his fellow man and himself in order to control his environment.

7. Moral - If man achieves the other facets of his being he can set up for himself a proper moral framework for living.

B. The kinds of things that one considers are the most important factors and attributes of culture vary because of differences in background, experiences and environment and may represent different stages of development. No one is born with culture.

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CULTURAL CHANGE

Looking back from where we came is knowing where we are;
looking out is looking in, like gazing on a star:
the distances between ourselves, like worlds beyond the sky,
diminish when we understand just who we are, and why.

Like shoots of wheat in countless rows, in countless fields of time,
man flourished where the grain grew, where bright rivers flowed like wine;
he gathered food among the fields and roamed the woods and plain:
crude shelters and rough clothing held out the wind and rain.

Man now, as in time past, and years that are to be,
must labor in the growing world to satisfy his needs.
But he toils with purpose in his heart, and joy within his soul,
and celebrates life's meaning in the timeless world of now.

Dan Peterson lyrics
David Crosby music

MAN'S ACOMPLISHMENTS YESTERDAY AND TODAY

From the dawn of man's beginnings, before the world of now,
men worked among the fallow fields with oxen and with plow;
along the road of history, men have gathered from the land,
but machineries of plenty and peace now take the place of many hands.

Man scattered seed once with his hands upon the waiting earth,
he toiled all day through sun and rain to bring his crops to birth;
now swifter ways of tilling soil and planting golden grain,
yield crops in green rows growing tall across the open plain.

Man now has time to celebrate the joy of living free,
free from bonds of constant toil, from the fear of want and need;
the miracles of progress have gifted him with time
to wander in new fields of joy, and satisfy his mind.

Dan Peterson lyrics
David Crosby music

THE STRUGGLE IS NEVER OVER

Some men have learned to celebrate the joy of living free
but others still are bound to toil, and chained to want and need.
From the dark streets of the ghetto, along the Appalachian trail;
in the desert of the western sun, fear and poverty prevail.

The migrant moves from town to town, in a caravan of time:
he follows the crops of our country's fields as they ripen on the vine.
He works for meager wages and travels on again.
His shadow comes with the western wind and goes with the summer rain.

A black child lives in a violent world, the ghetto is his home.
The Indian boy walks a dusty road, he's been left to go alone.
Their homes are old, their paths are dark, they struggle day to day,
to find simple things like food and clothes, survival is their way.

Many children in America don't understand the poor--
They've never lived in fear of want and poverty before.
But when we know our brothers and what we all can give,
we can all work for a common goal--we can learn to love and live.

WE CAN MAKE IT HAPPEN

Although the earth is troubled now, and man's unkind to man,
we've learned enough about ourselves to sow love where we can:
we can nourish mankind's spirit and satisfy his needs:
we can turn the poverty of hate to the plenty of love and peace.

We can all learn to live with our brothers and our friends;
we can all learn to love in the fellowship of man.
We must teach one another the joy of living free,
in the new dawn of our greening world, in the growing time of peace.

The country of one world of man has grown through history,
the city of the world has spanned the continents and seas.
From gathering and planting, to factory and machine,
man's cast off constant toil and pain for the joy of living free.

We can all learn to live etc.

Culture's what's been given--what's been passed along to you.
But culture changes as man grows, becoming fresh and new.
Be a part of what has come to pass, but make it happen now,
in new ways and in newer times while the world's swift seasons flow.

We can all learn to live etc.

Dan Peterson lyrics
David Crosby music

EVALUATION

Matching Game (Same as Pre-test)

Activities and project.

1. Ask which attribute should be considered most important. What would a man be like without one of these facets; either draw or write.

2. Pantomime one attribute of man. Teacher should choose one from each column of attributes so that the best choices are being pantomimed.

RESOURCES

Records:

African Folk and Fairy Tales, Volume 1 and 2, CMS, told by Bertha Parker, #547, 550.

Asian Folk and Fairy Tales, CMS, told by Christian Price, #508.

English Folk and Fairy Tales, CMS, told by Anne Pellowski, #504.

European Folk and Fairy Tales, CMS, told by Anne Pellowski, #548.

Music of the World's Peoples, Volume 2, Folkways Records FE4505, compiled by Henry Cowell, (also Vovume 3 and 4)

Kits:

"Changing Patterns of Asian Life", Asian Studies Inquiry Program, Field Educational Publications, Inc., 1969, 45 books.

"Culture of Regions" (Mid-Atlantic States), Filmstrip House, Inc., 1970, 4 records, 4 filmstrips, 16 spirit masters.

"Traditional Patterns of Asian Life". Asian Studies Inquiry Program, Field Educational Publications, Inc., 1969

"Young People's Story of Our Heritage". Meridith Press, New York, 1966, 14 books.

Filmstrip and record:

"Folksongs of the U.S.A." Bowmar Records, Inc., 10515 Burbank Blvd., North Hollywood, California, 1965, 2 filmstrips, 1 record

"Japan: Emergence of a Modern Nation." Guidance Associates; Harcourt, Brace and World, 3 records, 1 filmstrip.

"The Soviet Union Today." Guidance Associates of Pleasantville, New York, A Division of Harcourt, Brace and World, 1967

Books:

Man and His Tools, Wm. Burns, McGraw-Hill Book Co., New York, 1956.

Cultural Change, prepared by Anthropology Curriculum project, Marion J. Rice and Wilfred C. Bailey, Co-Directors, Publication 36, University of Georgia, August, 1969.

Films:

Encyclopedia Britannica